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What has motivated previously disadvantaged workers to join ABET classes? And what barriers do they face in undertaking such learning?

A dissertation presented in partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION

Specialising in Adult Education

BY

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In the

Faculty of Humanities

University of Cape Town

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Declaration

I hereby declare that this dissertation is my own original work and has not been submitted before to any institution for assessment purposes.

All references to the work of others have been acknowledged in full and I have checked all references and quotations for accuracy and have cited these in the bibliography. The research data has been gathered with due regard to the research ethics guidelines supplied by the Faculty of Humanities.

Signature.....

Date.....

University of Cape Town

Abstract

This thesis focuses on municipal workers from the City of Cape Town's (CCT) electricity department who attend courses at the department's training centre. The starting point of the thesis is a study, which I conducted in 2003, which investigated why workers were not joining Adult Basic Education and Training (ABET) classes. Subsequent to 2003, the number of participants rose substantially. This thesis therefore poses the question: what has motivated previously demotivated workers to join ABET classes? Furthermore, what barriers do they face in undertaking such learning?

I review the theoretical and research literature on what motivates adults to learn. I conclude that there is no agreement on whether it is mainly instrumental factors (such as job opportunities or higher pay) or internal factors (relating to self-confidence or self-fulfillment), that are more important motivating factors.

This research took a case study approach, focusing on a group of workers attending courses at the CCT electricity department training centre. First, a survey of all workers at the centre was carried out. This was followed by in-depth interviews with a small sample of workers. Other sources of data included training centre documents and informal discussions with staff. In the analysis of the data, I draw strongly on my own history and experience as a municipal worker to interpret the findings.

I conclude from the quantitative data that the three most important factors motivating workers in this study to learn are a mixture of instrumental and internal factors, with 'higher pay', 'wanting to become an electrician' and 'self-improvement' being the strongest motivating factors. It is also clear from the data that line-managers' and supervisors' roles have changed, and that most are now encouraging workers to learn. The qualitative data supports these conclusions and provides insights into the social context which might account for these findings. The narratives arising out of the analysis of the qualitative data also provide insights into the barriers – many relating to the history of apartheid and poverty in these workers' communities – that inhibit them from becoming adult learners.

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*In memory of the late
Professor Kevin Rochford*

A note on racial terminology

Given the racialised history of South Africa, and the exploitative use of ‘race’ during the apartheid era, there is debate and controversy over the continued use of racial categories in the post-apartheid era. I found it extremely difficult to avoid reference to ‘race’ in this study, given that historically constructed racial categories in this country continue to carry important social meanings and effects.

Acronyms

AA: Affirmative Action

ABET: Adult Basic Education & Training

ANC: African National Congress

CCT: City of Cape Town

EEP: Employment Equity Plan

EXCO: Executive Committee

GETC: General Education & Training Certificate

HR: Human Resources

IMATU: Independent Municipal and Allied Trade Union

NGO: Non Governmental Organization

NQF: National Qualifications Framework

RPL: Recognition of Prior Learning

SAQA: South African Qualifications Authority

SAMWU: South African Municipal Workers Union

SETA: Sector Education & Training Authority

UCT: University of Cape Town

UDF: United Democratic Front

WSP: Workplace Skills Plan

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Chapter 1: Introduction

This thesis focuses on a sample of municipal workers from the City of Cape Town's (CCT) electricity department during the post-apartheid period 2001 – 2004. It poses the question, what has motivated previously demotivated workers to join ABET classes? And what barriers do they face in undertaking such learning?

This first chapter will introduce the topic “What has motivated previously demotivated workers to join ABET classes” and the reasons I have chosen this topic. In order to explain my interest in the above phenomenon, I will draw strongly on my own life history and my experiences as a municipal worker

1.1 Personal life history under apartheid

1.1.1 Psychological warfare – fighting for social survival

I was born in 1955, in Kew Town, Athlone, a Coloured community which is situated about fifteen kilometres from Cape Town, and raised by my grandparents with whom my sixteen-year-old single mom had left me whilst she sought employment. My school-going days were filled with misery and mischief. I would seek out the company of children with similar backgrounds and ideologies as myself, and would influence them to fight with and bully kids from middle-class families, which always landed us in trouble with the school authorities. I viewed all teachers with scepticism and blamed them for being biased towards children from the working class. I became rebellious and most of the teachers found me unmanageable and left me to my own devices as I went around scratching their cars with nails and being disruptive in the classroom when the teacher was not there. I also started playing truant whilst in Grade 4, up to and until Grade 7 (Standards 2 – 5). This ultimately led to me failing my Grade 7 year-end exams and to the end of my formal schooling in 1968. All these events that took place in my young life prepared me for a future of gangsterism and crime. I had no intention of furthering my qualifications, or seeking any other educational studies for that matter.

1.1.2 Adolescence... braving the storms of the adult world

Ill-equipped with no high school qualification or further education and training, I lied about my age of fourteen years and presented myself as a sixteen-year-old. This was the required age when seeking employment and in 1969 I started working as a labourer at a breakfast foods factory in Epping Industria, one of the largest industrial areas in Cape Town. I had always listened to the stories being told by my older family members of how a few White employers treated their African and Coloured employees fairly, whilst the majority of other White employers treated their employees with injustice and discrimination. From the stories I had heard I now braced myself as I entered my new place of work, with mixed feelings of fear and uncertainty as to how to react in this environment. I was constantly being observed by White overseers who made it their mission to educate and train me in a course of being submissive, respectful and obedient to the baas (boss in English). Although previously I had laughed at the personal display of hatred and scorn with which my family, their friends and other Coloured people regarded their White bosses, I was unprepared for the similar hatred that was born within me. This hatred, which eventually blurred my perception of all Whites – as I stereotyped them equally - developed as, together with other African and Coloured workers, I endured the White overseers' racist remarks, racial discrimination, physical, mental and verbal abuses.

1.1.3 Enduring the social nightmare

Culturally, many African and Coloured folks, especially before the advent of television in South Africa, would sit around with their families at night and discuss the day's proceedings. These nightly family gatherings became the custom/tradition of the poor African and Coloured communities of which I was a part. Folk-tales told by our parents served as family entertainment while we all gathered around the old dining-room table or "ghelly" (fire), and were at times filled with sadness, bitterness, fear and rebellion. It is these stories that allowed the youth to experience and understand the persecution, the practice of race discrimination and most of all, the dreadful living circumstances brought about by poverty. We, who grew up during the mid-sixties, witnessed how our family members, especially our men-folk, had to leave school at early stages to find work in order to help poor parents. Some found jobs with good firms where they were given the opportunity to become machine operators, foremen or supervisors. Nevertheless, while Whites who did the same jobs got paid good

wages, the wages of African and Coloureds were meagre, and barely enough to pay for the rent, electricity, water, clothing and food.

It is during these evening sittings where tears and laughter and family and neighbourhood matters were discussed, enjoyed and also decided upon; where the hatred towards the apartheid government, disillusionment with working and general living conditions would be discussed; where most children who had some schooling, would be faced with making sacrificial decisions to end their own schooling careers in order to help their impoverished parents and siblings. African and Coloured adult workers and pensioners, today, are still filled with the bittersweet memories of past hardships and struggles. I have listened to so many of their stories at the work place, in the community and also amongst my church colleagues to be able to realise that this has helped to fuel and develop an ideology of negative attitudes towards any form of education or training which could conceivably benefit the employer.

This also contributes to the fact that when students from working-class communities become employed at an organisation, it may not occur to them to adopt an interest in furthering their education or training. The same kind of lackadaisical “I don’t care” approach and attitude that they had at school then becomes evident in the workplace. I am able to say this because I am also a previously disadvantaged, working-class, Coloured individual, and from similar circumstances. I am speaking from my own life experience and from working with my colleagues who have had these kinds of attitudes.

1.1.4 Seeking better pastures during the apartheid drought

In 1970, the year after I started working, I turned fifteen and terminated my employment at the breakfast foods factory because the wage was too low. I got an offer from one of my friends of a better-paid job at a furniture manufacturer. During the 1970s, furniture manufacturers in the Western Cape employed mostly Coloureds and a few White workers, and the only African worker employed there was the cleaner who also doubled as the caretaker of the premises. Here I observed that Coloured workers were given the opportunity to further their studies in the carpentry and furniture manufacturing trade. I started as a labourer working with all the artisans and familiarised myself with the functioning of all the minor machines which required minimal experience. Eventually I was appointed to one artisan only who worked on the sanding machines. I became inquisitive and curious to learn

how to operate these machines. The artisan noticed my curiosity and was amazed at how quickly I acquired skills through mere observation. He then started giving me ‘on-the-job training’ during our lunch times or other spare times. The supervisor noticed my ability to learn and within three months I was allowed to work on the ‘hand sanding’ machine and was promoted to an apprentice/trainee ‘hand sander’.

When I started in this new post I realised that with the relevant education and training I could become an artisan. Alas, my job at this furniture manufacturer lasted for about a year and a half before I started adopting a bad habit of smoking dagga (cannabis, marijuana) at my workplace, which resulted in me losing this promising job. This led to the beginning of different jobs held from 1971 to 1978.

1.1.5 Gangster... drug dealer... activist

During 1979 I became unemployed and vowed never to work for any White employer again. I moved to a shantytown known as ‘Vrygrond’ in Retreat where I lived until late 1981; I became heavily involved in gangsterism and crime, and in order to earn a livelihood I started dealing in drugs.

During the 1980 school boycotts I was drawn into various criminal activities under the guise of politics. Africans and Coloureds then, adopted the slogan of “Liberation Before Education”. Prince George Drive, Retreat, a road that was mostly used by Whites, runs through Coloured living areas before it joins one of the many roads, which allowed the Whites to get to their luxurious homes along the False Bay coast. I joined political activists in burning tyres and setting up barriers on this road, as I saw the White occupants in their flashy cars, those being brought to a standstill by the barricades, as the core of all my problems. I joined the crowds in robbing them of their valuable possessions as well as of items, which were of no use to us in an attempt to avenge ourselves against White supremacy. These activities would give me reason for remorse during a later stage in my life

Slowly, however, I became fed up with living a miserable life as a gangster and realised that my children were growing older and witnessing the way I lived. During this time I became friends with one of my neighbours who was a Born Again Christian. He started inviting me to his church, but I kept on refusing these invitations. He then started giving me Christian literature to read, including a Christian book by David Wilkerson about reformed gangsters.

This made me so remorseful for all the bad things I had done in life that I decided to repent and became a member of a local church in the community and started to live a decent and civilised life. I realised that I needed an honest job so that I could earn money that I had honestly worked for. I eventually started working as a labourer for the City of Cape Town in 1982.

This was during the apartheid era, when African and Coloured workers at most industrial, municipal and government sites of practice were discriminated against and their skills exploited. At the City of Cape Town I found that racial discrimination and all the other inequalities and injustices I had experienced at my former workplaces were even worse. At Ndabeni, the industrial area where the City of Cape Town's electricity metering department is located, I found that the Whites were fully in control while Africans and Coloureds were merely considered as implements to do the job. When I started working at the City of Cape Town in 1982, there was no workers' union to represent workers' rights, and White supervisors and foremen would use this as a weapon to keep workers in line. This gave White overseers the authority to hire and fire labourers whenever they felt like doing so.

After a few months of this kind of treatment from my supervisor I began to realise that I did not want to remain as a labourer working for the City of Cape Town and I started enquiring about how to become an electrician. My requests to study, for a study allowance and for time off to study fell on deaf ears as manager and supervisor alike ignored my interest in becoming an electrician. Meanwhile labourers who daily worked with electricians became skilled and experienced in the work they did through observation, so that they were able to do the job of the artisans/journeymen, but they did not receive remuneration or recognition for it. The argument was, as always, that the labourers did not have the necessary documentation or qualifications to be recognised for doing an artisan's job, even when they were able to do a much better job than the qualified artisan.

My own experience was that managers would ridicule workers who wanted to go onto training programmes normally reserved for office and top managerial staff. I was once told by my supervisor that, although I knew how to do the job, I nevertheless did not have the education or training to understand the purpose of doing it. This was a major insult to me. Managers and administrative staff, on the other hand, were always given the opportunity to further their education as well as financial aid towards their studies.

During the period 1982 to 2002 I became part of an aggrieved work force, part of the masses, who marched to the Cape Town Civic Centre, attended mass meetings in the Good Hope Centre, and participated in mass rallies. In the name of our current democracy, I became part of the masses that got shot at, whipped, and suffered countless wage losses brought about by unprotected or illegal strike actions and stay-aways. It was also during that time, as a South African Municipal Workers Union (SAMWU) member, that I attended countless depot meetings organised by the unions. At most of these union meetings the issue of education and training would be discussed as a method of liberating disadvantaged workers from injustice, discrimination, and inequality, and as a vehicle to better job opportunities, job advancement, better pay, and to gain status in the community.

1.2 Post-apartheid ABET and the skills development policy

1.2.1 Post-1994 changes - new South African education and training strategies

When South Africa became a democratic country in 1994, one of the first problems the government set out to address was the education of adults. There was a new emphasis on workplace training in order to give previously disadvantaged workers the opportunity of advancement, job promotions and the right to become certificated for the work they were doing. For the first time government set as a priority that employers provide their workers with Adult Basic Education and Training (ABET). On paper, and under the new constitution (Constitution of the Republic of South Africa, Section 29(1)), workers now have a right to access adult basic education and training. It is implied by the official policy documents e.g. the Skills Development Act of 1998 that the acquisition of an ABET qualification enhances people's opportunities in the labour market.

The democratic South African government has adopted the term Adult Basic Education and Training (ABET) to denote "the second chance to learn". According to Walters (2000: 202), this has been reinforced by the concept of lifelong learning which was designed to give those "disadvantaged by the apartheid era an opportunity for 'second chance learning' and for the workforce to be skilled globally". Within policy documents, lifelong learning hinges mainly on the construction of a National Qualifications Framework (NQF) "which provides a central framework in which all qualifications are registered and to which providers are accountable" (ibid).

In 1998 the Skills Development Act (No. 97 of 1998) (Bellis 2000: 147), was promulgated, which saw the emergence of a new education and training development strategy in South Africa. Supporting governmental acts followed which ensured that proper regulation, governance and implementation could be achieved.

The government later launched the National Skills Development Strategy (Bellis 2000: 147), which aimed at boosting expenditure on training and a wide-ranging human resource development programme. This move was for government to realise a vision of an integrated skills development system that promotes economic and employment growth and social development through a focus on education, training and employment services. Sector Education Training Authorities (SETA's) were formed, mostly from the previous existing Industrial Training Boards (Bellis 2000: 149). Soon new enthusiasm and expectations could be felt within the training arena. This enthusiasm affected organisations such as the City of Cape Town, where meetings were convened to strategise for implementation of this new education and training (CCT 2000: 3).

1.2.2 Explaining 'SAQA', 'GETC', 'Learnerships' and 'RPL'

The South African Qualifications Authority (SAQA) (CCT 2001) was set up by the South African Ministers of Labour and Education, and is accountable to both these Departments. SAQA's responsibility was to develop the NQF. The NQF is structured with ABET levels 1,2,3 and 4 and formal schooling Grade R to Grade 9 forming part of the lower level. This section is referred to as the General Education and Training (GET) band, and is also structured to make provision for Public learning Centres (PLCs) operated from Non Governmental Organisations (NGOs), Churches etc. The General Education and Training Certificate (GETC) includes ABET level 4, sometimes referred to as NQF level 1 (SAQA Act No. 58 of 1995). The GETC or NQF level 1 qualification is the entry requirement to any organisational learnership programme and therefore also that of the CCT's electrical learnership programme.

Learnerships are learning programmes that combine structured learning with structured work experience. The learning programmes of learnerships need to consider both the workplace and learning institutions as places of learning. Learnerships equip learners with the competencies required to meet the needs of the labour market. Learnerships are established by SETA's and result in NQF qualifications that signify work-readiness. Learnerships

replace apprenticeships and can be offered within all occupations. They extend the traditional trades of the apprenticeships, are demand-led and are established where there is a skills development need. They are a work-based route for gaining qualifications, and as such, are effective in integrating learning derived from theoretical training and from practical experience (CCT 2000: 68). Learnership programmes are also structured to provide for the recognition of prior learning (RPL) of learners in the workplace (CCT 2000).

This means that workers' experience and prior learning have to be considered and recognised when giving them the opportunity of workplace training and education. RPL is based on the assumption that the knowledge that people gain through life experiences is equivalent to the knowledge that they would have gained through formal study and training. The assumption is that if the outcome of learning is the same, it doesn't matter how this learning happened. The CCT's implementation of its skills development project and the application of the NQF to its learning structure has made it possible for its workers to be fairly assessed and accredited for their prior learning (Harris: 2003).

1.3 Personal ABET experiences

1.3.1 Can ABET address or rectify past educational and training injustices of previously disadvantaged individuals?

In 1997 I enrolled for Level 4 of the CCT's ABET programme. From the very first week I experienced difficulties attending classes because of operational needs at my depot. Management started to find different excuses to prevent me from attending classes; they knew about my past background and thought that I was merely wasting my and the organisation's time and their money. In addition, a lot of my colleagues tried to discourage me. Their attitude towards ABET was extremely hostile because they said that Whites and upper-class Coloureds were allowed to attend colleges and other high-class learning institutions while the working class "are reduced to ABET". Many workers also did not want to enrol in any learning or training programmes offered by the organisation because of the negative attitude of some of the organisation's branch-heads, line-managers and supervisors towards the social and educational upliftment of their employees (Harris 2003). Other barriers seemed to materialise within the next two months as I realised that the education given at the ABET centre was getting difficult and I started planning to drop out of classes.

1.3.2 From 'pickaxe and spade worker' to 'tertiary student'

My zest to continue with and succeed in my studies started when one of my colleagues, who had enrolled in the CCT's ABET programme at the same time as I had, said to me: "John, this ABET story isn't for you. You are a practical person, a handyman, someone who fixes things with his hands and who does strenuous jobs; this theory stuff isn't going to work for you". My colleague's words haunted me the whole day and the rest of that week until I spoke to the minister at my church, who encouraged me and motivated me never to stop learning. I took his advice and successfully completed ABET level 4 in December 1997 and graduated in March 1998 at the Cape Town Civic Centre, where I received my certificate from Mr Arthur Jacobs, Cape Town's first Black deputy mayor.



John Harris: Receiving his ABET Level 4 certificate in 1998

(Picture: Bruce Sutherland - CCT)

Something unexplained also happened to me during the ABET course in 1997. The goal with which I had started off, to become an electrician, diminished and was replaced with a passion and interest for teaching others. The professional manner in which the facilitators carried out their tasks in educating and training adults fascinated me to the point where I decided that I also want to become an adult educator. As the CCT ABET course neared its end in 1997, I approached the facilitators and asked what other courses I could do the following year. Realising my concerns to study further, they wrote to two universities, the University of Cape Town (UCT) and the University of the Western Cape, to enquire if they could accommodate a finishing ABET Level 4 learner on one of their courses. The following year, 1998, I enrolled for UCT's Certificate course in Adult Education Training and Development. Although I encountered tough times during the course, including opposition from my

manager, I had to persevere because I had become the role model of my work colleagues, family and friends. I passed the course and was awarded the certificate in 1999.

1.3.3 Mounting the tertiary ladder; the Education, Training & Development Practitioner

During my first two years at UCT (1998 and 1999) I became trained and qualified as an adult educator. I learnt how to facilitate adult education and adult learning programmes. The acquisition of these skills helped me to become a motivational speaker for ABET and lifelong learning at the workplace, in the community and at the non-government organisation (NGO) that I belong to. During the same two years I met new friends from diverse cultures and my perception of White people changed drastically, as I learnt to accept them as colleagues instead of being the enemy and oppressors of the apartheid period. I was taken by surprise as I discovered during this time that not all White people agreed with the policies of the former South African government and were even quite outspoken about it. In the same year, I was nominated for the Adults Learner's Week award and I won the Provincial award as well as the National award. These accolades made me famous amongst my peers and I became the official ambassador for the CCT's ABET programme, visiting various departments and motivating colleagues to enrol on the CCT's ABET and further education and training courses.



John Harris: Delivering a motivational speech to adult learners at an ABET graduation ceremony –

Cape Town Civic Centre 2002 (Pictures: Sharon Harris)

Because of my earlier experience of line-managers' and supervisors' opposition towards my further education and training at the workplace, I made it my personal responsibility to make workers aware of their right to basic and further education and training. The memories of the past injustices I had suffered under the old apartheid regime drove me to become an activist for equality and justice, fighting for a cause, which would identify and rectify injustices done to workers during the apartheid period.

The education and training that I acquired at UCT and the experience that I had gathered over the years helped me to become a change agent in my community and at the workplace. Therefore, my decision to investigate what factors have motivated workers to enrol in CCT ABET programmes stems from my previous experience as a general worker who had to battle to be allowed to attend ABET classes. This research has allowed me to explore my interest in the personal experiences of workers and the attitudes they have towards adult learning.

1.4 2003 Research

During 2003, I conducted a research project for my Bachelor of Education (Honours) studies at the University of Cape Town. This research aimed to find out if the implementation of ABET in the workplace was addressing and rectifying the injustices of the apartheid era, with regard to promotion.

My investigation revealed that line managers and supervisors were more concerned with the completion of daily routine tasks than promoting workers' learning, which put them in a position of favour with top management and in line for increases and production bonuses. Although the labourers did all the menial work, they never received incentives and were refused or grudgingly allowed to attend ABET classes. These were some of the barriers that CCT workers had to face. Because of line-managers' and supervisors' indifferent attitudes toward the educational empowerment of their workers, workers became demoralised and uninterested in enrolling in most education and training courses offered by the organisation. The implementation of CCT's Education, Training and Development Policy Framework (2001) helped to address this problem. My study concluded that further research was needed at a later stage to see if the situation had improved

Subsequent to my research, in March 2003, the City of Cape Town implemented their 'Employment Equity Plan' (EEP) policy (CCT 2003), which was aimed at rectifying the aforementioned problems encountered by workers/learners. Evidence from the Electricity Department's Workplace Skills Plan (WSP) 2001-2006 indicates that workers' participation in ABET increased after 2003 (CCT 2006). If workers were earlier subjected to discrimination from the line managers and supervisors, my question now was: what trust have workers developed towards line-managers or supervisors during this period, and what

motivation have they gained to enrol in employer-sponsored training courses? This study therefore arises out of the findings of my research carried out in 2003. It sets out to identify what has motivated more employees to join the City of Cape Town's ABET programme during the period 2004 to 2006 than during the first stages of the programme.

Initially, this study tried to find out what roles line-managers and supervisors took on after the implementation of the EEP, if these roles were influential in motivating learners to enrol for the ABET programme, and how they achieved this. However the early stages of the investigation revealed internal barriers experienced by the 'learnership team' (formed by three instructors and the training centre manager in order to implement learnerships) at the electricity training centre, which demotivated workers' from enrolling in adult education and training at the CCT electricity department.

1.5 Research question and aim

This study investigates who and what has motivated workers from the CCT to enrol in education and training programmes. There are two sub-questions that derive from this enquiry. These questions are: (1) if workers were at first reluctant to enrol into education and training programmes, what has motivated them to do so now? and (2) what factors act as barriers in preventing workers from enrolling on CCT's education and training programmes? In the following chapters I explore these questions in order to realise answers that will address the main question.



CCT Electricity Training Centre. GETC NQF Level 1 learners 2006 (Picture: J. Harris)

1.6 Thesis structure: preview to following chapters

Chapter 2: in this chapter I review the literature on what motivates adults to learn. I explain how I carried out a methodical search of theoretical and research literature. **Chapter 3,** gives a detailed account of the research method that has been followed in order to answer the questions posed in this chapter. The findings of the study are presented in **Chapter 4,** I present data in three parts: An analysis of my quantitative findings; a discussion of narratives and themes, which represent the analysis of qualitative data; and, in conclusion, I explore the barriers that learners face while undertaking learning programmes at the CCT. In **Chapter 5,** I give a concise summary of my findings from this research and discuss how they relate to the theoretical and research literature. The conclusion and recommendations are also presented in this chapter.

Chapter 2: Literature review/conceptual framework

In this section I review some of the pertinent literature on adult workers' motivations to learn. My research into the aspect of what has motivated adults to learn at the CCT has resulted in a methodical search of theoretical literature relevant to this study. Although I would like to claim my investigative findings on this subject as being unique, I nevertheless found that my study was not an isolated one but rather a topic on which other theorists have carried out extensive research. In later chapters I will compare my study with some of these theorists' work. The point of departure for my study is the previous studies undertaken in this field. This section will cover the following sub-topics:

- ❑ Defining motivation - a focus on different sources of motivation and behavioural patterns associated with human development needs
- ❑ Theorising what motivates adults to learn
- ❑ Summarising theorist's views on motivation
- ❑ Research studies on adults' motivation to learn
- ❑ Summary of research findings

2.1 Defining motivation: a focus on different sources of motivation and behavioural patterns associated with human development needs

The act of motivating somebody may take many forms. Although the thought of motivating somebody derives from the mind, its actual execution needs to be a practical/physical process (Pintrich & Schunk 1996, cited in Kelly undated: 4-5). Williams (1997) (cited in Kelly undated: 2) states: "it is a process that involves goals, physical or mental activity, and is both instigated and sustained". Extensive research has been done to investigate what internal, external, physical or cognitive forces operate the gears of human motivation.

Despite the divergence of the approaches used to study motivation, its definitions are surprisingly uniform. In simple terms, motivation, based on the Latin verb for "move," is that force that makes one do something (Kelly, undated: 2).

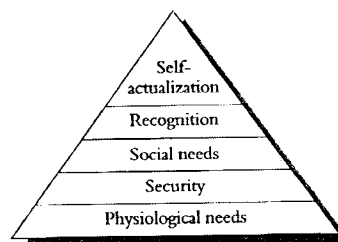
Freire (cited in Walters, 1989) argues that issues like politics and poverty are some of the elements that motivate the working class/proletariat to participate in education and training. The studies of other theorists, e.g. Knowles (1950), West (1996), and Findsen (2001), find that both external and internal factors embedded in and carried around by the individual

motivates or demotivates him/her to participate in adult education. The factors that motivate adults to learn can be quite broad and complex. Firstly it needs to be understood that adults have different needs depending on whether they are poor, rich, healthy, sick, able-bodied or disabled individuals. Each individual has unique needs derived from her/his social, psychological and/or economic circumstances.

2.2 Theorising what motivates adults to learn

Maslow (1908 – 1970), the humanistic psychologist, has categorised the needs of people by means of a pyramidal structure which focuses on the physiological needs first and then continues into, (2) security, (3) social needs, (4) recognition and (5) self-actualisation (Craythorne, 1997). His theory of a ‘hierarchy of needs’ is based on the notion of prepotency, which means “greater than others’ in power or influence” (Oxford Dictionary, 1999: 1130). Therefore, according to Maslow, the first need (physiological) is greater than the other needs. His ‘hierarchy of needs’ theory indicates that no higher-level needs will motivate you until your lower-level needs have been satisfied. In other words, only if the ‘important’ basic primary needs are satisfied are we much concerned or motivated by secondary needs, that are of a lesser priority but of a higher order.

According to Craythorne (1997), Maslow postulates that people satisfy their needs in an ascending order, starting with physiological needs, leading consecutively into security, social needs, recognition needs and finally into self-actualisation, as shown in the figure below.



Maslow’s ‘Hierarchy of needs’ (Craythorne, 1997: 230)

McGregor (undated), using Maslow’s ‘Hierarchy of needs’ theory, postulates that people have an inherent dislike of work; will avoid it if they can; and consequently they have to be coerced, controlled, directed or threatened with punishment in order to get them to make an adequate effort towards the achievement of organisational objectives, and that most people prefer it that way. He asserts that assumptions about human motivation are at the core of theories about management of human resources. ‘Man’ is a wanting animal and as soon as

one need is satisfied another appears in its place. 'Man', in effect, has a hierarchy of needs. A satisfied need is not a motivation of behaviour, a fact that is unrecognised in theory and is thus ignored in the conventional approach to the management of people. When physiological needs are reasonably satisfied, higher level needs begin to dominate 'man' and to motivate him. These social needs are often feared by management as being a possible threat to organisational objectives, resulting in behaviour tending to thwart those objectives. The greatest needs of 'man' are the egoistic needs: needs relating to self-respect, self-confidence, autonomy, achievement, competence, knowledge and reputation - for status, for recognition, for appreciation and for the deserved respect of one's fellows (ibid: 139).

West (1996), states that human motives in choosing an education or career pathway are more complex than is often suggested in findings based on survey research. It is interesting that many surveys, when examined more closely, reveal that people also give personal reasons for their actions, although these remain largely unexplored.

It is interesting too that, despite hard times, many adult learners, including significant numbers from deprived communities and marginal groups, choose courses in the humanities and social sciences which cannot be regarded as the most obvious or surest route to employment or a better job; factors beyond pure economic rationality seem to be at play (West, 1996: 4).

According to Knowles (1990), the 'andragogical' theorist cited in Reio (undated), the ideal manner to motivate workers to participate in adult learning or organisational learning is to invoke a sense of curiosity to capture the worker's fascination and desire to gain further information. Berlyne (1960, cited in Reio undated), describes curiosity as a state of arousal brought about by complex stimuli and uncertainty in the environment, which leads to exploratory behaviour. He identified two types of exploratory behaviour: diversive (a reaction to boredom) and specific (a reaction to some conceptual conflict posed by the environment). The latter type he further described as 'epistemic,' curiosity that can only be resolved through the acquisition of knowledge. Berlyne asserts that stimulus uncertainty (exemplified by unfamiliarity, novelty, complexity, ambiguity, or incongruity) increases the arousal level and curiosity. When presented with a stimulus that has a moderate degree of uncertainty, the individual engages in exploratory behaviour (e.g., information seeking, information processing, evaluating information) in order to resolve the conceptual conflict and return to a moderate, pleasurable level of stimulation (referred to as "the tonus level") in which the individual functions most effectively (ibid)

Barbuto (2002) describes five sources of motivation and their behavioural indicators:

- Intrinsic (fun) motivation is characterised by task pleasure and sheer enjoyment of the work. Some of the behavioural indicators that suggest an employee is motivated by intrinsic processes include:
 - One is easily taken off tasks when one doesn't enjoy the tasks assigned.
 - One will often talk about how much one likes or dislikes the tasks assigned.
 - One will volunteer freely for the activities that one enjoys most.
 - One may not be very good at a job, if one doesn't enjoy doing it.
- Instrumental (economic gain) motivation is characterised by a concern for tangible incentives (e.g. pay, bonus or leave allowances). Some of the behavioural indicators that suggest an employee is instrumentally motivated include:
 - One will ask "What's in it for me?"
 - One will expect compensation for any and all extra work one performs.
 - One will talk about how much money one makes or should make.
 - One will frequently talk about the relative wealth of others.
- Self-concept external (reputation) motivation is characterised as a concern for others' opinions. An employee motivated this way is very interested in preserving and enhancing her/his reputation amongst peers and supervisors. Some of the behavioural indicators that suggest an employee is motivated by self-concept external sources include:
 - One will frequently ask for other's feedback.
 - One will seek praise and recognition for work performed.
 - One will often brag or tell stories about accomplishments.
 - One will be attentive to who gets the credit when work is finished.
- Self-concept internal (achievement) motivation is characterised by a concern for meeting one's personal standards or job performance. An employee motivated in this way is not concerned with others' feedback and tends to be self-driven. Some of the behavioural indicators that suggest an employee is motivated by self-concept-internal include:
 - One will seek to perform the most difficult at work.
 - One will work best when one's skills are needed for the task.

- One will be interested in developing one's range of skills.
 - One will perform the most important task with little supervision or direction.
- Goal internalisation (principles) motivation is characterised by a need to believe in the cause at work. An employee motivated in this way uses value-based principles to guide decisions and actions. Some behavioural indicators that an employee is motivated by goal internalisation include:
- One will ask about the purpose of tasks ("Why are we doing this?").
 - One will comment on the strategic focus of the operation.
 - One will work hard when one believes in the cause and not if one doesn't.
 - One will live a professional life guided by a strict set of principles and values.

(Barbuto, 2002: 2–3)

The above five sources and their behavioural indicators describe Barbuto's (2002) theory as he focuses on these different sources of motivation being the driving force for workers to do the job. This model of different sources of motivation proved useful to me in comparing and analysing the responses from my respondents

2.3 Summarising theorists views on motivation

Maslow (1908-1970) focuses on the lower order of man's needs first, e.g. physiological needs (McGregor, undated). His theory that no satisfaction of higher-level needs will be able to motivate you until your lower needs have been satisfied seems to be in contrast with the views of other theorists. McGregor (undated) argues that the greatest needs of man are the egoistic needs. He also argues that as soon as one need is satisfied another appears in its place. This then means that McGregor sees no particular order of man's need but rather that man will be content with whichever need is satisfied first, whether in the higher or lower level. West (1996) points out that many adult learners and people from deprived communities choose courses in humanities and social science, which is beyond pure economic rationality and cannot be the most obvious motivation to find employment or a better job.

Barbuto's (2002) theory of five sources and their behavioural indicators focus on the satisfaction of higher-level needs and instrumental needs, and show no indication of

Maslow's theory of lower-level needs needing to be satisfied first. He argues that these five sources of motivation are the driving force for workers to do the job.

2.4 Research studies

Reio's (1997: 2) notion that "curiosity, or the desire to gain information, is vital in motivating and directing learning", has received substantial scholarly support (e.g. Berlyne (1960): Camp 1986: Day 1982: Loewenstein 1994: Vidler 1974)" (all cited in Reio undated 1997: 2). Reio also refers to Tough's (1969) finding "that the urge to satisfy curiosity was the second most commonly expressed reason for engaging in adult learning projects. Likewise, in Carp, Peterson, and Roelf's (1974) national survey of learning interests and preferred modes of learning, 32 % of the respondents designated the urge to satisfy curiosity as their motive for participating in learning activities." (ibid:2)

Furthermore, Reio (ibid) claims that "Rossing and Long (1981) were among the first to quantify the relationship between curiosity and learning in adults." He says that "their research indicated that curiosity was indeed an important motivator of adult learning because of its significant positive relationship to the information's perceived value to the learner."

Merriam and Caffarella (1991: 79) point out that adults are busy people who spend at least eight hours a day working and often as many hours again attending to family, household, and community concerns. These authors review the research findings of major US national studies conducted by the National Center for Education Statistics (NCES) to assist them in their investigation into why as many as 23 million adults enroll in adult education classes, seek private instruction, or engage in independent learning projects. Their study argues that teachers, counsellors, programmers and policymakers all have a keen interest in understanding what motivates adults to participate in adult education and also, lately, what prevents adults from participating. This has resulted in a significant body of writing and research in the field. According to Merriam and Caffarella, in the first major national study of participation carried out by Johnstone and Riviera (1965), respondents were asked the question: "In which of the following ways had you hoped the course would be helpful to you?" The respondents gave the following eight socially influenced reasons and their relative importance: (1) carrying out everyday tasks away from home, (2) getting away from the daily routine, (3) carrying out everyday tasks at home, (4) meeting new and interesting people, (5) spending spare time more enjoyably, (6) for the job held at the time, (7) preparing for a new job or occupation and (8) becoming a better-informed person.

A further Commission of Non-Traditional Study was carried out in the US in 1972 to update Johnstone and Riviera's study. According to Merriam and Caffarella (1991: 81), the commission used a list of twenty rather than eight alternative reasons for learning, and found that 55% of people participated to "become better informed" while 43% engaged in learning either to get a new job or to advance in their present job (Carp, Peterson, and Roelfs 1974 cited in Merriam and Caffarella 1991: 80). When the NCES conducted their triennial surveys (1969, 1972, 1975, 1978, 1981, 1984), they found that instead of socially influenced motivators, job-related reasons were the most frequently cited for all six surveys.

Statistics Finland – Adult Education Survey (1995) - conducted a survey which involved 5,005 persons aged 18 to 64, as a random and systematic sample drawn from their central population register, and conducted a total of 4,107 interviews between September and December 1995. They found that;

- Half of the population attended adult education in 1995
- Women were more active than men
- Activity depends on initial education
- About 43% of the labour force was in work-related adult education
- Increasing numbers of wage earners were in employer-sponsored training
- Big companies were the most active in staff training
- Work-related training brings new job tasks
- Almost two out of three were interested in taking part in further work-related training
- Self-improvement and professional development were the primary motives for training
- Time pressure in the workplace was the main obstacle to participation in employer-sponsored training
- Financial constraints were the main obstacle to education during out-of-work time

In addition, they found that (1) self-improvement and (2) professional development were the main motives for participation in education and training. Other motives were (3) better pay, (4) desire for change, (5) desire for more demanding job tasks, (6) assignment to other job tasks, (7) unemployment or any future threat of unemployment, (8) desire to change jobs, (9) desire to find new friends, and (10) to gain the respect that comes with education. The four lowest motive indicators for participation were, (11) to secure a permanent job, (12) to get a formal qualification, (13) desire to change occupation and, (14) because friends participate in education and training.

Sargent (1997) reports on a survey carried out in the UK and funded by the Department for Education and Employment, and carried out for NIACE, the national organisation for adult learning, by the Gallup Organisation. This survey, in which 4,673 adults aged 17 and over across the UK were interviewed, was carried out between January and February 1996. According to the author, a booster sample of 528 adults was interviewed in Northern Ireland, which enabled separate results to be analysed for the first such survey in the province. Sargent (1997) found that nearly one-quarter (23%) of all adults said they were currently learning. A further 17% had been learning in the last three years. Three in five of all adults had not participated in the last 3 years. More men (25%) than women (21%) were currently learning. Men also outnumbered women when current and recent learners are taken together (43% against 38%).

Zachry (2002) interviewed 12 adults participating in General Educational Development (GED) and pre-GED classes at ABCD Learning Works, an adult learning centre in downtown Boston. The participants comprised equal numbers of men and women as well as of immigrants and native-born Americans. The respondents were asked to answer ten open-ended questions in which they were invited to compare their childhood educational experience with their experience presently as an adult in school. The respondents gave some very negative descriptions of their childhood education. According to Zachry, this revealed a complex picture of how their struggles with learning disabilities, unsupportive familial and peer pressures, and their own lack of interest in learning created a negative interaction with the school system.

Zachry (2002) was interested to find out why students would choose to return to learning when they had had such negative experiences; for example, 'Rodger' and 'Phoebe' (respondents interviewed) reported stories detailing an inability to learn in the classroom and a desire to leave school rather than to waste their time. Rodger stated the following, "I wasn't learning, and the attention (from teachers) wasn't there. They were just passing through". Also, other students such as Rianna and Daniel reportedly engaged in defiant behaviour which led to their absence from school. Rianna explains the following, "I left school in the ninth grade. I was expelled because I was always in trouble." These explanations by students of their rebellious behaviour in school was, according to them, often a reaction to the restrictions that classroom instruction placed on their lives and a general lack of interest in learning what the school had to teach (ibid: 1). Furthermore, Zachry found that topping the list of reasons why students choose to return to learning was a desire to improve themselves

or their work opportunities. The following are the twelve respondent's top reasons for returning to learning: (1) to build their confidence, (2) difficulties with reading and/or maths when they were children, (3) to advance their employment prospects or because they wanted to go to college, (4) their academic abilities had improved after attending classes at ABCD, (5) returning to school was already having a tangible effect on their lives and (6) to feel more confident in their social skills and their ability to understand people.

O'Donnell and Tobbell (2007), during their empirical research exploring adults students' transition to higher education (HE), found that more and more adults return to learning every year. Their referral to earlier findings of Bamber and Tett (2000) particularly interested me as this coincides with my study: "they explored the internal and external factors that affect adult learning, and propose a number of challenges that adults must overcome in negotiating the transition to HE". This, according to the authors, can start with a crisis of "entitlement" which can have its roots in previous negative educational experiences, and the belief that HE is "not for us" (cited in O'Donnell and Tobbell, 2007: 313).

2.5 Summary of research findings

The findings of the research studies seems to differ from one study to the other. Reio's notion of curiosity, or the desire to gain information finds support in research done by Rossing and Long (1981). In their opinion it seems to be one of the dominant factors for motivating adults to learn. Other findings are Camp, Rodrique and Olson (1984)'s study, which shows that a desire for specific information is the dominant motivating factor. Johnstone and Riviera (1965, cited in Merriam and Caffarella 1991) found that, for most of their respondents, their motive to participate in further education is to become better-informed persons. It is quite interesting that economic reasons are not given as primary motives. Carp, Peterson and Roelfs (1974, in Reio undated) found that 55 % of respondents participated because they wanted to become 'better informed people' while 43 % engaged in learning either to get a new job or to advance in their present job. Studies carried out by NCES found that the dominant motivating factor was job-related rather than social.

Although statistical data differs, there seems to be a trend across many of the research findings that most workers' main motivation for enrolling in education and training programmes is to fulfil their primary needs first: i.e. security (work, economic) and social. I will compare these conclusions to my own findings.

Chapter 3: Research Design and Methodology

3.1 Overview

This research investigated what factors motivated workers to enrol in the Adult Basic Education and Training programme which their employer, the CCT, implemented in 1996. This was done mainly through the collection of data from the workers/learners.

In order to carry out this research programme, I used a bimodal method of data collection. Firstly I employed a quantitative method to survey a large group of CCT's electricity department workers. Secondly, I used a qualitative approach involving the interview method, to carry out in-depth interviews with a sample of 8 workers from the CCT's electricity department.

3.2 Methods of data collection

According to Robson (1997: 228), "The interview is the best tool to use in conducting research of a small scale inquiry. The interview is the flexible and adaptable way of finding things out. It is a kind of conversation with a purpose." The qualitative research method is intended to enhance the validity of description, interpretation, theory and evaluation. Shipman (2001) says that, "qualitative research methods are aimed at uncovering meanings and emphasise the variability of human response, not its conditioning." The quantitative method, on the other hand, is based more on numerical data and less on interpreting findings or results. Winter (2001: 13) describes the difference between quantitative and qualitative research in this way:

Qualitative research, arising out of the post-positivist rejection of a single, static or objective of truth, has concerned itself with the meanings and personal experiences of individuals, groups and sub-cultures. 'Reality' in qualitative research is concerned with the negotiation of 'truths' through a series of subjective accounts. Whereas quantitative researchers attempt to disassociate themselves as much as possible from the research process, qualitative researchers have come to embrace their involvement and role within the research.

Many theorists argue that a combination of both methods, qualitative and quantitative, can produce accurate and desired findings. Nau (1995) cites Tripp-Reimer (1985) that both

research methods have strengths which can be used effectively. Qualitative research methods often provide:

Rich descriptive and documentary information about a topic or a phenomenon. Qualitative and quantitative methods used in conjunction ‘may provide complementary data sets which together give a more complete picture than can be obtained using either method singly’. This author believes this reasoning to be sound because both methods provide a different lens through which to view data (Nau 1995: 197).

Quantitative research methods are most appropriately used to “test hypotheses with the goal of predicting or explaining” (Nau 1995: 180). According to Nau, Tripp-Reimer (1985) suggested that quantitative methods tend to be more number-driven when the researcher wishes to know how often or how much of a phenomenon is present. These numbers are usually able to serve as a base for explaining or predicting what has occurred or what will occur in the future (Tripp-Reimer 1985 in Nau 1995: 2).

The use of qualitative methods in my research allowed me to engage in in-depth discussions with participants and to describe situations in depth. The quantitative method on the other hand, gave me a broader picture/birds-eye view of the experiences of a larger group of workers

3.2.1 Choice of sample and site

I chose the CCT’s electricity training centre as the site to conduct my research because I am an instructor/facilitator there and therefore I had access to and was able to reach most of the CCT electricity department’s workers/learners. A total of approximately 120 learners were attending different courses at the training centre at the time.

3.2.2 Survey questionnaire

I designed a closed-ended questionnaire, which I used to conduct a broad survey of ABET learners/workers in the training centre. The reason why I chose to use this closed, structured survey questionnaire was to get an overview of workers’ experiences, and to be able to choose a smaller sample for in-depth interviewing. The survey questionnaire covered the following aspects: (1) length of learner’s employment with the CCT; (2) if the learner was currently a student in any of the organisation’s learning programmes; (3) what learning courses the learner was enrolled in; (3) how the learner found out about the learning programme offered; (4) whether anybody encouraged the learner to enrol in the learning

programme; (5) what statement or word of advice influenced the learner most. (A copy of the survey questionnaire is attached as Appendix 1)

I gave each of the three technical instructors 25 forms and asked them to administer one of the forms to each of their learners in the learnership and hand skills courses. The rest of the forms I administered to the learners on the GETC course. In total 120 forms were distributed. Most of the learners handed their form back to their instructors when they had completed it, but others just placed it on my office desk and a few handed it back to me at the end of the week. I got back 54 forms of which six forms were spoilt and 48 forms were complete.

3.2.3 In-depth interviews

I used the results of the survey questionnaire to design the interview schedule. The interviews were confined to eight Coloured learners aged between 25 and 47 years (one female and seven males). This sample was chosen from the group of 48 learners, spread over different courses, who had returned their questionnaires. The reason why I specifically chose these eight learners is that I was known to them and anticipated that they would give me their honest and full cooperation during the interviews. In addition I chose Coloured workers because the CCT has begun to employ African workers on a permanent basis only since 1990; before this time the CCT had only employed Coloured workers. I was curious to find out if Coloured workers currently employed at the CCT experienced similar problems/barriers to education and training as workers employed during earlier periods had. Four of these learners are from the GETC NQF Level 1 (all are Afrikaans speaking), two from the Hand Skills Level 1, and two from the Pilot Electrical Learnership NQF Level 2 courses.

To interview the two learners from Hand Skills Level 1 and the two from the Pilot Electrical Learnership NQF Level 2 courses, I had to get permission from their instructors to set dates for the appointments to meet with them. Because of me being a facilitator for the electricity department's GETC course, it was easy to acquire permission from the four other learners who also agreed that I could interview them during their lunch times.



Electricity Training Centre: Hand Skills Level 1 Learners Engaging in Practical Assessment – June 2007 (Pictures: J. Harris)

I designed an open-ended, eleven-question interview schedule, which I used to interview the eight learners selected from the survey project (a copy of the Interview Schedule is attached as Appendix 2). I then carried out a series of in-depth interviews with the selected learners. This open-ended design allowed respondents to give answers in their own way and for getting un-anticipated answers; it allowed the respondents to describe the matter as they saw it, rather than how the researcher does. Each interview took me twenty-five minutes.

3.2.4 Informal discussions with key role players

During the process of this study, and as a member of the training centre's staff, I was engaged in different education and training programmes, which included managerial staff as learners. I was privileged to be granted the opportunity to hold informal discussions with line-managers, supervisors and foremen who attended these courses. Our discussions covered issues such as the morale of workers, worker's attitudes towards work and learning, and other barriers to learning.

I also held discussions with the electricity learnership task team. This task team consists of six members: three CCT electricity training centre instructors, two senior instructors and the training centre manager.

3.2.5 Using narratives in qualitative research

In this study, the narrative research method was used to realise an in-depth examination of workers motives for enrolling on the CCT's education and training programmes. Webster (1966, cited in Lieblich 1998: 2) defines narrative as a "Discourse or an example of it designed to represent a connected succession of happenings". Lieblich (1998: 2) refers to narratives as any study that uses or analyses narrative materials of which the data can be

collected as a story. McClintock (2003/2004: 2) explains that narrative methods can be useful in integrating programme evaluation with organisational development.

Narrative methods rely on various forms of storytelling that, with regard to linking enquiry and change goals, have many important attributes:

1. Storytelling leads to participatory change processes because it relies on people to make sense of their own experiences and environments.
2. Stories can be used to focus on particular interventions while also reflecting on the array of contextual factors that influence outcomes.
3. Stories can be systematically gathered and claims verified from independent sources or methods.

These narratives are presented in this thesis in a written summary form, which derived from my careful reading and re-reading of the transcriptions in order not to overlook or misread the important information. All narratives have been presented in the sequence that learners were interviewed. I have summarised these narratives in such a manner that the core information is brought to the fore.

3.3 Validity of research methods

3.3.1 Definitions of ‘validity’

The aspect of validity in qualitative and quantitative data is an area of major concern and, in my opinion, is on an equal footing with the definition of ‘evidence’ in qualitative data. The following is Greene’s definition of validity (cited in Winter 2000: 2)

:

The exact nature of validity is a highly debated topic in both educational and social research since there exists no single or common definition of the term. Therefore, in order to understand something of the range of meaning attached to ‘validity’, it is essential to review a selection of the range of definitions given by leading authors.

He says that a much cited definition of validity is that of Hammersley (1987): “an account is valid or true if it represents accurately those features of phenomena that it is intended to describe, explain or theorise” (cited in Denzin & Lincoln 1998: 282).

3.3.2 ‘Face’ versus ‘descriptive validity’

One type of validity specifically influenced the quality of my interview data and what was observed during this process. This is ‘descriptive validity’. Winter (2000: 6) explains

descriptive validity thus: “The central issue is factual accuracy in the informational statement that describes what was observed and experienced – what Runciman (1983) refers to as reportage”.

During my research investigation, I tried to establish the validity of statements made by some of the respondents through my personal and intimate association with them. In these intimate conditions, workers/learners were eager to share their personal and confidential information with me and mentioned names and job titles. They fearlessly exposed line-managers and supervisors who disregarded the rules applying to the implementation of CCT’s education and training policy by refusing workers time off to attend ABET classes. As regards the other learners whom I interviewed, whose personal or organisational background I knew nothing of, I asked permission to get a second opinion from their colleagues and or line-managers or supervisors. I also tried to ensure validity by drawing on different sources of data: the survey, in-depth interviews and documents.

Although I had and still share similar feeling towards my employer, the CCT, just like my colleagues the respondents do, as a researcher I attempted to approach my research in an unbiased and unprejudiced manner and strove to maintain a neutral attitude throughout the whole process. It is nevertheless inevitable that my own experiences and history have influenced and shaped my interpretation of data. At the same time as bringing in some bias, however, these same experiences have enriched and deepened my insights into the data.

3.4 Data analysis

3.4.1 Quantitative data

I analysed and tabulated results of the survey data manually.

3.4.2 Qualitative interview data

I wrote up the narratives but then looked across the narratives to identify common themes, or differences. Finally, having summarised common themes, I compared these against theory and research studies as described in Chapter 2. In particular I found Barbuto’s categories useful for analysing the data and for comparative purposes.

3.5 Ethics and confidentiality

In order to interview the learners (who were also workers in the company), I needed to obtain their consent as well as the permission of the Training Centre Manager. I explained to the manager and the learners what I intended doing. Where learners requested anonymity, I promised not to reveal their identities or their individual work places. Therefore, any personal names or names of depots used in this thesis are fictitious in order to maintain anonymity. I interviewed the learners during their lunchtime and because I was a facilitator for the GETC Level 1 course, I was also able to interview these learners during lunchtime. All in all, I have abided by the general guidelines for ethical research, as set out by School of Education UCT.

University of Cape Town

Chapter 4: Findings

The aim of this study was to investigate what has motivated previously demotivated workers to join ABET classes. In addition, what barriers do they face in undertaking such learning? The structure of my survey and the interview questionnaire allowed me to cover these areas of concern and also helped me to identify possible barriers which workers encountered. In this chapter, I have presented my findings in three parts. First are the graphs that represent a quantitative analysis of my findings to the survey questions. These are followed by narratives and themes, representing the qualitative analysis. Thirdly, and in conclusion of this chapter, I have presented data which explains the barriers that learners face while undertaking this learning.

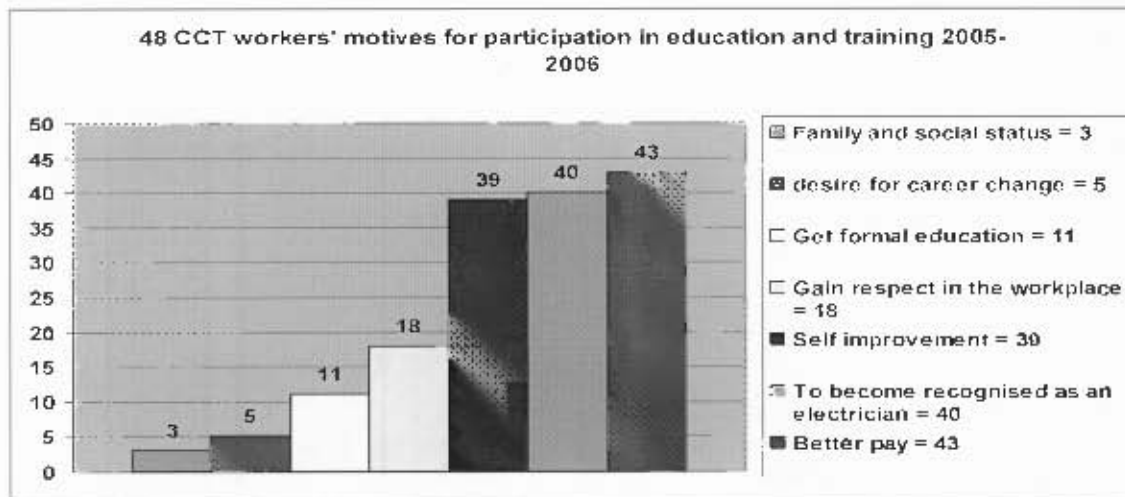
4.1 Questionnaire data: quantitative data

I recovered fully completed questionnaires from 48 workers from the electricity department. Firstly, factors motivating workers to enrol in the CCT's education and training programmes are presented in graph form in Figure 1 and subsequently discussed each in turn. Secondly, in this section I present data on the people who have motivated workers to enrol in the CCT's education and training programmes; these are presented in Figure 2. In these discussions I will draw extensively on my own experience, discussions with other role players, as well as primary documents to interpret the data. Data for Figure 1 comes from question 6 and data for Figure 2 comes from question 5 of the interview schedule.

4.1.1 Motives for CCT workers participating in education and training

My findings revealed that most CCT workers have multiple motives (question 6 in the questionnaire) for participation in education and training programmes (see Figure 1). For example, one worker said that s/he enrolled in the education and training programme to improve her/himself, to get better pay and to gain the respect that comes with education. This would place this individual in three of the different categories/points on the graph.

Figure1- (Question: 6) Motives – 48 CCT Workers



1. Better pay = 43:

The highest score on the CCT survey graph is the aspect of better pay. It may be significant that the CCT workers chose 'better pay' as the most important factors that motivated them. Drawing on my experience as a CCT labourer in the electricity department during the apartheid period 1982 to 1994, this factor motivated workers because of the low pay they received then. The apartheid government did not believe in paying African and Coloured workers a living wage, and although workers desired the luxuries that well-paid Whites and some Coloured workers had, they had to make ends meet with the meagre wage they received each Friday. Furthermore, having to fight a continually losing battle for a living wage every year, in my opinion, is reason enough to have a desire for better pay. Most workers have the perception that if they empower themselves with enough organisational knowledge and acquire further education and training, they will stand a better chance of job promotion which will ultimately ensure them a better wage.

2. Become recognised as an electrician – 40:

This is the second highest score after 'better pay' on the CCT survey graph and was perceived by the workers to be an ideologically important issue. During my investigation it became quite obvious to me that the reason for learners wanting to become electricians were that workers had never before had the opportunity to access education and training programmes, and were only recently made aware of and allowed to apply for the electrical learnership programme.

Many labourers, especially those who were employed by the CCT during the apartheid years, had worked with electricians as assistants. These workers gained the experience of qualified

electricians, but this experience was exploited by the electricians they worked with, and the organisation more generally. Electricians would let the assistants do their electrical work while they would sit and read the newspaper or do other private jobs. Doing the electrician's job would, at times, earn the assistant a parcel of fish and chips or a packet of cigarettes at pay-day at the end of the month, but the electrician would get paid hundreds of rands for a job the assistant did. Likewise, the organisation had a habit of letting the labourers with electrical expertise do the artisan's job, especially if there was a shortage of artisans and the job was an emergency. Labourers would still get paid their normal wage without being given an incentive or an acting allowance for doing a qualified electrician's job. Therefore it is not surprising that these workers might want to become recognised as electricians, as for many this had become their unofficial job description and many of these workers enjoyed doing the job of the electricians, even though they knew that their electrical expertise was being exploited.

The learnership programme at the electricity training centre is specifically focused on the training of workers as electricians. If learners complete the whole programme successfully they will graduate as qualified electricians. For most labourers, being able to do the electrician's job is a major achievement, because at the CCT this gives the worker some form of status. Whereas labourers in the electricity department are exposed to all the heavy work, like the digging of trenches and the laying of heavy cables, those with electrical expertise have the easier task of overseeing these jobs being done and are at times unofficially left in charge of other workers. In my discussions with the learnership task team, they argued and had the perception that this task team was largely responsible for the changed attitudes of the line-manager and supervisor in allowing their workers to attend learning programmes at the training centre. They argued the fact that they had achieved this by having frequent meetings with head of departments, managers, line-managers, supervisors and administrative staff who are involved in the training of employees.

3. Self-improvement = 39:

Self-improvement was the third strongest motivator on the CCT survey graph. This shows that a large percentage of CCT workers have a common desire for self-improvement, in the form of job advancement, which will be brought about by the CCT's education and training programme.

4. Gain respect in the workplace = 18:

It is commonly known amongst the long-service workers, those who have been in the employment of CCT since the apartheid period, that workers were not given much or any respect by their supervisors or line-managers and were treated harshly by the predominantly white artisans/electricians with whom they worked. Supervisors and line-managers would listen to and believe the electrician if there were any problems between the electrician and the worker, even if the worker was right. This all changed during the late 1980s when SAMWU mobilised workers in mass demonstrations and industrial strikes which focused mostly on the rights of workers at the workplace.

Workers after 2003 believed that enrolling in the education and training/learnership programmes would help them to acquire the necessary qualifications to become qualified electricians, and ultimately give them the same respect given to qualified and skilled employees at the CCT. The learnership programme at the CCT deals with mathematics and communication studies applied at NQF level 1 to NQF level 3. Communication Studies had specifically been made part of the curriculum in order to help workers to improve their communication skills. Most labourers are Afrikaans- or Xhosa-speaking, and often have difficulty communicating in English. As a labourer at the electricity department's test and metering branch, I experienced the same problem when having to speak to my superiors who were all English-speaking, and at times this deprived me of the ability to express myself as confidently as I would have been able to do in Afrikaans. There were times when my former work colleagues and I would sit and debate these issues and wished that we could speak English 'properly', so that we would not be faced with language barriers that prevented us from bringing real meanings to our arguments. Therefore workers had the idea that if they acquired the communication skills to fully participate in activities, they would eventually become individuals with status which would help them to gain the respect of their colleagues.

5. Get formal education = 11

The restructuring and amalgamation of the CCT with other municipalities during 2000 opened more job opportunities for council workers. To apply for some of these jobs, applicants needed to have either a grade 10 or grade 12 school-leaving certificate. Because workers were for the first time actually considered as applicants, many workers started considering getting formal education.

My appointment as a facilitator/instructor at the electricity training centre allows me access to the centre's learner database that also reflects the electricity department's Work Place Skills Plan (WSP). I also have the opportunity to engage with the training centre's learnership task team, from whom I received much information recorded in this study. In these conversations I found that most of the workers who enrol in CCT's electrical learnership do not have a grade 9 school-leaving certificate or an ABET Level 4 certificate, which is the entrance requirement. These workers are assessed through the Recognition of Prior Learning (RPL) process, which has been set in place by the CCT's learnership programme in accordance with the SAQA's requirements for the CCT's WSP. All the experience that workers have accumulated over the years is assessed in two categories: these consist firstly of a 'Knowledge Assessment', which tests the worker's understanding of the tasks which they perform daily; secondly, a 'Practical Assessment' which looks at the learner's competency to practically engage in carrying out these tasks. As one of the training centre's teaching staff I am now also involved in the assessment and placing of learners; these assessments are carried out to determine at which Further Education and Training (FET) level learners are pitched on the NQF.

The aspect of getting formal education is only realised after learners have been assessed for the learnership programme, and have demonstrated their ability and potential to further their education. Some workers who do not do too well in the knowledge assessments, but who are nevertheless found competent in the practical assessments, are allowed onto the learnership programme through RPL. Some of these learners who are students in my literacy classes have told me that they enrolled in formal studies (night classes at formal schools) to improve their communication skills. This also means that they will acquire knowledge in the other learning areas associated with these qualifications. In their opinion, if they successfully complete these studies, it will help them in the acquisition of the necessary qualification that, should they not complete the learnership programme successfully, will hopefully guarantee their consideration for other job opportunities within the organisation.

6. Freedom of choice = 5

Many CCT workers have, since 2000 until the present, been exposed to a host of changes within the organisation. Some of the changes happened when the eight municipalities merged to form the Unicity of Cape Town, which resulted in many workers being transferred to other municipal substructures. Semi-skilled and skilled workers were transferred to electricity depots, where there was a lack of and a need for skills. Some workers, especially

those who were to benefit financially by being moved into better-paid posts and those who were moved to municipal depots nearer to their homes, accepted the move willingly, whilst others, who opted to remain at their then present depots, were moved to other depots against their will. Many of these workers consulted their trade unions and cases of workers who had been unfairly transferred were disputed between management and the union.

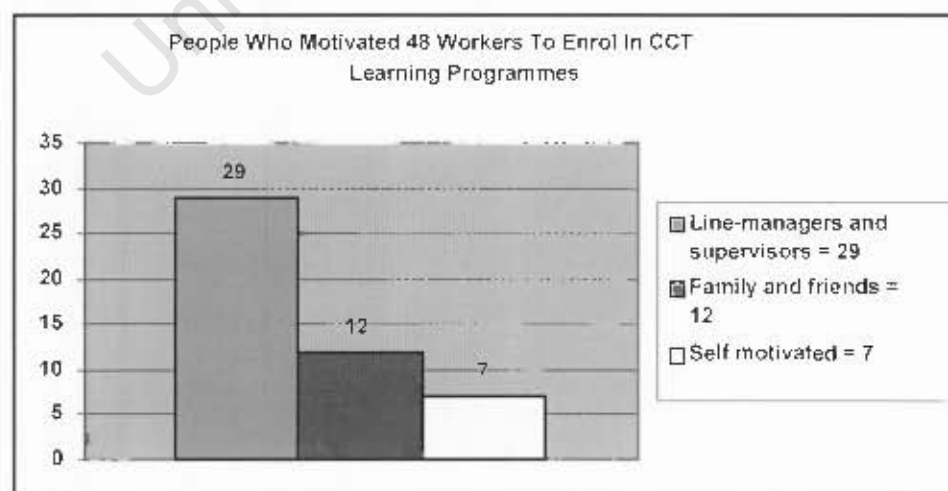
From my own experience and from speaking to workers, not all the workers were successful in challenging their unfair transfer and some ultimately ended up being transferred against their will. Those workers who said they were motivated by 'freedom of choice' definitely want to get a better education and/or become qualified artisans so that they may seek employment that will ultimately get them out of the municipal depots where they do not want to be, even if this means finding employment outside the CCT.

7. Family and social status = 3

The aspect of family and social status is an issue that is regarded as important by many adult married men. Surprisingly, however, when I did my survey I found this to be the weakest motivator. This may be because I was surveying workers in their workplace, and thus workplace motivations were uppermost in their minds. Later (see qualitative data, section 4.2) this issue is given more prominence.

4.1.2 The "people" motivators

Figure 2 - (Question 5)



Data in Figure 2 indicates the people responsible for motivating workers; the category and number. The graph indicates three categories of people; internal, external and the self as motivators of workers to enrol in CCT's Adult Learning Programmes in 2006:

1. People internal to the workplace motivated 29 learners in the sample. The first of these are the supervisors, with whom workers have daily contact and who at times are the first line of response to all workers' issues, including education and training. Other internal motivators are line-managers. They do not only have the task of motivating workers to enrol in CCT's education and training programmes, but also have to write letters of motivation to their heads of departments, asking them to grant permission for the release of such workers to attend courses. However, my informal discussions with line-managers and supervisors who attended certain courses at the training centre revealed that, in some instances where the education and training of workers is disregarded by management, the morale of such workers would be very low. A trend of low productivity, minimal or non-performance, high sickness rate, bad time keeping (constant late coming), aggression and unwillingness to cooperate can become evident in the workplace.

2. External people motivated 12 learners. Many workers cited family and friends, many of whom are also their working colleagues, and I found it quite interesting that some workers would rather listen to those people who are nearer to them than to managers, supervisors or other personnel who control their working lives. In some cases, workers still have a tendency not to trust people (especially not White people) who are in command or in supervisory positions, but would more readily listen to and accept the advice of family members and people whom they trust.

3. Seven learners were motivated by their own personal hopes and visions of a brighter future within the organisation, family or the community. In their opinion, this could be realised through the acquisition of education and training offered by the CCT, which, for the first time, they are being offered on a basis of equality. These learners believed in themselves and believed that they are able to reach their goals through their willingness to learn, through perseverance and commitment.

Although the South African Municipal Workers Union (SAMWU) played a major role in motivating workers to enroll into learning and training programmes in order to improve their chances of being recognized by the organization for job advancement, no one cited the union as being a motivating factor.

4.2 The narratives: qualitative data

In this section, I present the narratives of eight learners, which I have recorded in writing following one-on-one, face-to-face interviews. During the analysis of these narratives, after reading and re-reading each one intensively, common themes started emerging. These themes and categories are presented after the narratives in tabled form and are labeled as ‘internal influences’ and ‘external influences’.

1. Martin Malgas

When Martin, a married father of two children, joined the City of Cape Town’s electricity department as a labourer in 1981, he was 25 years old. He is currently employed as a handyman. His formal school years, like so many of his other colleagues, ended in Grade 5. Martin grew up in Kensington Estate where he was exposed to a life of gangsterism from his early teens. He was thirteen years old when he had to go and seek work in order to help his poor parents. His line-manager motivated him to further his education so that he may be able to apply for a better job in future. He explains, “I enrolled into this programme to further my knowledge in Hand Skills because it is beneficial for me personally and also work-related. I was motivated by my boss (line-manager) but I was also eager to learn how to work with and care for hand-held tools in a proper way. I get much support from my educator/instructor. I also get support from my fellow learners. At the moment, I am fully supported but I will gladly accept any other support. The programme is indeed beneficial for my further growth personally, socially and to the organisation. I don’t find any barriers or problems currently, but I will face them if they should arise in the future”. At first, Martin was not interested in enrolling in any of the courses offered by the organisation. Besides being eager to know how to work with and care for hand held tools, Martin had felt that, as a labourer, he did not need any education or training and had been content with what he knew and what he could do. However, Martin’s line-manager had actively encouraged him to enrol for any of the CCT’s education and training programmes, telling him that he has the potential to reach for better things in life.

2. George Klein

George, a 47-year-old divorced father with three children, started working for the CCT sixteen years ago as a cleaner. Before that, he was a fruit and vegetable hawker in Athlone. George has a formal Grade 9 certificate and says that he was forced to quit his schooling

because his wife, who was his girlfriend at the time, fell pregnant with their first child. He says that as a learner he did not do so well at school and ended up spending two years in each grade from Grade 6 to Grade 9, which meant an extra three years was wasted, and he was eighteen when he left school. Although, over the years, George has been advanced to a 'Labourer Leading Hand', he also volunteers to do the driving for his section in the hope of being given the first opportunity of becoming a permanent driver if a vacant post should be advertised. He said: "I do not want to remain a labourer or driver for the rest of my life; I want a better job so that I can give my children the things I never had in life. I also want to be respected by other people, like my neighbour and my fellow colleagues. My former wife and I are in the process of getting together again. I know if I had a better-paid job she would not think twice to take me back as her husband. My line-manager motivated me to enrol into the GETC course in order to register for the learnership next year. Although I told my line-manager that I lack qualifications to apply for a better job, he made me aware of all the possibilities of advancement within the City; all I need to do is to further my education. I want to become an electrician".

3. Adrian Jacobs

Adrian is a 39-year-old married father with two children and works for the CCT as a General Worker. Adrian lost both his parents during his childhood and grew up in an orphanage. He attended school until he was fourteen years old and was in Grade 7 when he decided to run away from the orphanage. He spent his teen years in a reformatory because he became mixed up with bad elements and was sentenced to four years for robbery. Adrian has a hatred for line-managers, supervisors, foremen, teachers, instructors and facilitators because they remind him of the reformatory officials, whom he says treated him and the other youth very badly. What made things worse is that previously he had never been given the opportunity to enrol in any of the CCT's education and training programmes. He says that, in the past, whenever he had asked his line-manger or supervisor if he could enrol in a learning programme they would refuse him permission, saying that other workers had applied before him. This resulted in Adrian becoming uninterested in all education and training being offered at the CCT. He explains what made him change his mind about enrolling in the CCT's GETC programme. "When my friends started ABET classes during 1998, I refused to enrol because my supervisor had previously discouraged me from attending night school. I got so 'die moer in' (pissed off) with my foreman and previous line-manager because I knew that they were discriminating against me, but I had no way of proving it. We now have a new line-manager. My line-manager held a meeting with the workers last year and encouraged us

to further our education. She allowed us to interact with office staff and instructed them to show us how to use the computer, answer the telephones and how to communicate with clients. That is why I have decided to enrol in the GETC Level 1 course at the training centre. If I am successful to pass the Level 1 programme, I will continue with the following level and will automatically be entered into the learnership programme, which will allow me to become an artisan”

4. Nazley Noordien

Nazley is a 28-year-old divorced mother with two children who dropped out of Grade 6 formal schooling in 1991. She started working for the CCT as a labourer in 2000, where she worked on a construction gang digging holes, planting poles and doing work normally done by men. Nazley has proved her worth as a conscientious and hard worker and has since been promoted to a ‘lines-man’. She says that many of her male colleagues attended different training courses at the training centre at different times during the year, but she didn’t think that this would work for her because there wasn’t anything that interested her particularly. She didn’t think that she needed to know anything else or that anybody could teach her anything about her present job because her colleagues (whom she described as being “some of the best teachers”) had trained her on the job. Nevertheless, late in 2004 the CCT held education and training roadshows at every depot and at some civic centres, in order to encourage workers to enrol in their new GETC course. Nazley says: “My foreman spoke to me one morning and said that I should go and attend the roadshow with my other work colleagues. He informed me that it was compulsory for me to be there because it was arranged by the CCT’s Human Resources Department and that every worker should be allowed to attend and that managers should make their workers aware thereof and available to be at these specific venues. I forced myself to go and listen to the ‘worker’ who came to deliver a motivational talk on how he has gone through the CCT’s ABET Level 4 course and, on successful completion, went on to study at the University of Cape Town. It was not that boring as I had expected it to be. Mr. Harris has encouraged others and myself with what he has achieved in just seven years - that is why I decided to enrol into the CCT’s GETC course. I mean not many women enrol into education and training courses offered by the organisation nowadays, but I don’t see why I shouldn’t”. Nazley has completed her GETC course at the CCT’s electricity training center and will be starting with Level 2 and the learnership programme in 2007.

5. Victor Mathee

Victor, a 28-year-old married man with no children, started with the organisation in 1998. Because of poverty and other personal problems, which he was not willing to share with me, he had had no formal schooling. During 2000 to 2001 he attended and successfully completed his ABET Level 2 and Level 3 courses offered by the CCT at their Nyanga learning centre. He says that at first he enjoyed attending these courses because it was like having a day or two off from normal work, but when the homework and assessments started getting “more and more” he started making excuses to stay away from the courses he was enrolled in. His manager and colleagues noticed this but he always had an excuse lined up whenever they enquired about his non-attendance. Victor became discouraged and stopped attending courses and also refused to apply for the Level 4 course because of the excessive homework and assessments. He says: “I stopped attending courses because I got discouraged, I couldn’t cope with all the homework and assessments at the end of the lessons. My wife encouraged me to return to the GETC classes by enrolling herself into an ABET course at Portlands High School in Mitchell’s Plain. Now we are studying together and helping each other with our work. We are lucky that we have no children at the moment but my wife and I are planning on adopting a baby of our own. I don’t want to be an electrician, no, I want to become the city electrical engineer...(laughter)...you know I have a little secret to share with you...I hate writing. My wife sits and writes for hours on end but she won’t do my writing for me; she will rather encourage and motivate me to take up the pen and start writing. It is good that she’s also studying further, it gives me more ‘pluck’ (courage) to reach for my goal and dream. I promise you John... if you could make it, I can too”. Victor has successfully completed his GETC NQF Level 1 and is anticipating continuing with his electrical learnership NQF Level 2 in 2007.

6. Sidney Paulsen

Sidney is a 47-year-old unmarried man who lives with his girlfriend of six years. They have two children: one from his girlfriend’s former marriage and one of his own. He started working with the CCT 26 years ago and remembers the difficult times during the struggle for liberation from the former apartheid government. He says: “I have an embedded mistrust of all White people and have been accused by my colleagues of stereotyping all Whites. My attitude towards my superiors at work has caused me a lot of trouble in the past because I never listened to them and hated taking orders from anybody and always did what I thought was best. I also had a bad drinking problem, which regularly got me into the hot seat with my superiors and the safety representatives at our depot. Because of my aggressive attitude, most of my work colleagues have started to avoid my company because they claim that being with

me always gets them into trouble as well. Because of my Grade 5 in formal schooling, I always applied for the short training courses offered at the CCT's electricity training centre to try and improve on my education. But every time I returned from one of these courses I would find that my workload would be so great. Nobody else would do my work whilst I'm gone but would leave everything for me till I got back from those courses. I decided not to apply for any courses in the future. Two years ago my colleagues, those who were still friendly with me, started motivating me to enrol in the education and training courses by reminding me how we battled during the times of the struggle. I was also motivated by Mr Harris when he came around to our depot during the CCT's education and training roadshow in 2004. In the past, when I complained about the unfairness of them leaving the work until I returned to the depot, my line-manager told me to go and complain to my union about it. I told him to fuck off and to fuck the union as well because nowadays they do fuck-all for any of us anymore. I nearly got pulled onto the red carpet for that you know (laughter)". Sidney has since enrolled in the CCT's GETC course at the electricity training centre and is expected to continue onto his Electrical Learnership NQF Level 2 programme next year.

7. Moegamat Erasmus

Moegamat Erasmus is a 40-year-old unmarried worker at the CCT. He started working for the CCT as a general cleaner but since the restructuring of the municipalities he found himself working with a construction gang, and over a four-year period was advanced to senior linesman. He never really had any formal schooling because in Grade R his teacher found out that he had a hearing problem, and after that his parents kept him at home because they could not afford to send him to a special school for deaf children. He frequented the mosque in Bokmakierie, Athlone, which was situated two doors away from his home and there the Imam (Priest) taught him the alphabet and a little bit of writing. He developed a strong bond of love for the Imam, the mosque and his Moslem community and opted to help with chores and any menial tasks that needed to be done at the mosque and within the community. Over the years he started helping with some of the administrative work at the mosque and the Moslem community donated money for a hearing aid for him. He says that now that he can hear well enough to be able to communicate normally, he needs to further his education in order to read and write competently. He says: "At my community organisation there is a need for members to read and write in order to deal with complaints and issues that the community brings to the organisation. My community leader motivated me to enrol into the CCT's GETC course because at least I will be able to read and write and also be accredited for the learning which I will undertake". In 2005, Moegamat enrolled on

the CCT's GETC programme and is anticipating continuing with his Level 2 and learnership training.

8. Gregory Daniels

Gregory, who grew up in the Vrygrond informal settlement in Muizenberg, is unmarried and has no children. He has worked for the CCT as a contract worker since 2002. He and his girlfriend of four years live in a Wendy-house on her parent's property in Woodlands, Mitchell's Plain. Gregory only attended primary school up to Grade 7; he says he was forced to join the local gang in his community of Vrygrond when he was fourteen years old. He explains: "I came home from school the one afternoon and found myself surrounded by a large group of youths. I wasn't too concerned because I knew most of them and also where they lived. Nevertheless, the next minute they all grabbed me and hauled me off into the bushes where I was forced by knifepoint to accept their trademark tattoo". He converted to become a Born Again Christian in 2001 and has been living "clean" since then. Gregory explains that his girlfriend's family, of whom all the males are either plasterers and/or bricklayers by trade, are also from the former Vrygrond informal settlement but have done well for themselves over the past years. Because of his lower-paid job at the CCT, Gregory feels very uncomfortable whenever he is in the company of his girlfriend's brothers or father because, he says: "They would always brag about how much money they have earned on a particular job, and what training they've had and what qualifications they have". Furthermore he says: "My girlfriend's family is all educated and have well-paid jobs. I only have a Grade 7 formal school qualification. I am enrolled on this course because this will be my entrance into the learnership programme next year. I want to become an artisan so that I can get married and give my wife what she wants. My girlfriend and I both work for the CCT and she is the one who motivates me the most. She even motivated me to do this course with Mr Harris after she attended one of his motivational talks for the GETC course". Gregory completed his GETC in 2006 and is contemplating doing the learnership level 2 training in 2007.

4.2.1 Discussing the narratives

When I interviewed respondents during the process of my research for this thesis, I encountered different kinds of responses and perceptions from them. These responses and

perception have been organised into themes and categories of concern or importance of the respondents, which stood out for me.

All eight learners come from historically poor Coloured parents, where the dominance of the apartheid government was felt by families faced with very low wages and who were limited to backbreaking employment. The learners all grew up on the Cape Flats in the Western Cape in predominantly working-class Coloured families. Many of these areas are renowned for gangsterism and the extremely high crime rates, which affected almost all the Coloured families within the apartheid era. In my experience, these conditions may lead youth to turn their backs on education to pursue a life of crime, which gives them some form of independence and wins them status and fearful respect from their communities.

All eight learners have low education status, ranging from Grade R to Grade 9 and ABET Level 3. While they had different concerns, seven of the eight learners had the same objective in mind; to become electricians and so ensure a passage to a better future personally, socially and organisationally. Their enrolment on the City of Cape Town's electricity training programmes will provide them with the necessary certification and qualification, which will eventually allow them to apply for electrician posts should these become available. The only exception is Martin Malgas who enrolled in the GETC course to further his knowledge in Hand Skills, which he says "is beneficial for me personally and is also work-related".

Martin Malgas, was particularly concerned to develop his "knowledge in Hand Skills" to further his growth personally "socially and organisationally" and to "reach for a better life". The chances of job advancement for labourers at the City of Cape Town, and especially at the electricity department, are minimal. Workers stand a better chance of advancing to a handyman position if they are fully competent in the use of hand-held power tools and are able to read and write. This will allow the worker to earn a better wage, which means that he/she will have more money to support and sustain the family. Furthermore, being advanced to a handyman would earn the respect of fellow workers and boost the worker's self-esteem.

Workers who have similar goals of job advancement and personal empowerment may go the extra mile to do jobs that are not within their job description and for which they are not remunerated. For example, **George Klein**, volunteers to do driving for his section "in the hope of being given first opportunity of becoming a permanent driver." Even though his

immediate goal is to become a permanent driver, he also explains that he has a long-term goal; he does not want to remain a driver for the rest of his life but wants a better job, “so that I can give my children the things I never had in life”. He also says that he wants “to be respected by other people, like my neighbour and my fellow colleagues” and having a better-paid job would result in his divorced wife returning to him: “she wouldn’t think twice to take me back as her husband”.

Adrian Jacobs was an embittered worker who, according to him, was discriminated against by his former line-manager and superiors in that they continually refused to permit him to enrol in any training programme offered at the training centre, whilst they allowed others to do so. When a new line-manager was appointed to his section things began to change for the better because she was more sympathetic towards the workers. According to Adrian, “she encouraged us to further our education” and she also allowed the workers access to modern technology. She instructed office staff “to show us how to use the computer, answer the telephones and how to communicate with clients”. In previous years, general workers were not allowed in the administration section of their depots without the necessary authorisation of their superiors. Therefore, for a general worker to have free access to the offices and to the communication instruments and office equipment is a major advancement in employee empowerment and their personal development. The attitude of Adrian Jacobs’ new line-manager and his ambition to become an artisan has been the driving force behind his enrolling in the GETC programme.

Nazley Noordien, the only female worker whom I interviewed, seemed a bit older than her 28 years. She had gone through tough and difficult times with a husband who was a drug addict and dealer and who abused her and their children regularly. Her only interest was to have a job to be able to put food on the table for her children. While her male colleagues were eager to enrol on training courses at the training centre, Nazley never deemed it necessary to follow their example because she was quite content in what she was doing and, as she put it, “there wasn’t anything that interested me particularly”. Nazley adopted an attitude, common amongst many council employees, that she didn’t need to know anything else and didn’t think “that anybody could teach me anything” about her present job. As a labourer at the City of Cape Town, I have worked with many council employees and have at times identified this kind of attitude as being a shield which workers use to hide their anguish and fear of becoming a student/learner in a classroom situation. Some workers say that they would rather be taught organisational knowledge at the workplace through observation,

where there is no need to read or write, than risk sitting in a classroom and be found incompetent in dealing with theoretical tasks.

Nazley's statement about her colleagues being "some of the best teachers" who had taught her about the job, on the job, is an example of informal, situated learning (Lave and Wenger 1991) that happens in the workplace. Ironically, it is sometimes the organisational knowledge acquired from this particular practice of learning that creates barriers to more formal education and training endeavours for workers; as in the case of Nazley, they argue that they know enough to carry out their daily job functions. It is only because Nazley's line-manager advised her that it was compulsory to attend the roadshow that she forced herself to attend.

It was only after the roadshow that Nazley felt motivated enough and decided to enrol in the GETC course at the training centre. The fact that during 2005-2006 there were only four females employed as labourers in the electricity department's construction gangs meant that not many women enrolled in the education and training courses at the training centre. This became a psychological barrier which prevented Nazley from enrolling in the training programme earlier. She made this obvious in her statement, "I mean not many women enrol into education and training courses offered by the organisation nowadays, but I don't see why I shouldn't".

Victor Mathee at first enjoyed attending training courses offered by the CCT because, as he said, "it was like having a day or two off from normal work". Most learners who attended these courses received an attendance certificate because most of these courses were merely attendance-based. Therefore, when Victor enrolled in the GETC NQF Level 1 programme, which is a SAQA unit standards-based accredited course, he found himself in a different learning environment, which required more practical participation from his side. Here it was expected of him to participate in the learning activities and he was given homework to do, something he had never experienced when he had attended other courses. He admits that, "When the homework and assessments started getting more and more I started making excuses"; he added, "I stopped attending classes because I got discouraged, I couldn't cope with all the home-work and assessments". These statements suggest that the unexpected exposure to homework and assessments tasks resulted in Victor being jarred into a state of anxiety and fear, which in turn created a barrier to Victor's continued attendance at the training course.

It was only when Victor's wife started to attend educational courses at Portlands High School that he became encouraged and motivated to return to the GETC course at the training centre. "My wife encouraged me to return to the GETC classes" and "now we are studying together and helping each other with our work". Victor says, "I hate writing" and although his wife sits and writes for hours she will not do his writing for him but "she will rather encourage and motivate me". Victor has jokingly set a goal for himself, saying, "I don't want to be an electrician, no, I want to become the city electrical engineer". Maybe this would have sounded ridiculous to his colleagues and family. Nevertheless, it needs to be borne in mind that the slogan to the NQF's Outcomes-Based Education (OBE), "From a sweeper to an engineer", allows learners to envision such dreams. It is this same slogan, which is dangled like a carrot in front of workers by motivational speakers like myself, in the quest to encourage workers to enrol in training courses that would benefit them in achieving their future goals.

Sidney Paulsen's attitude of mistrust towards everybody in supervisory positions, especially Whites, became a mental barrier, which blurred his vision of personal and organisational empowerment. Because of his defiant attitude towards his superiors at work, which always got him into trouble with them, he had the perception that they were discriminating against him by leaving all the work scheduled for him to do when he was on training for when he returned to the depot. This resulted in Sidney having second thoughts about enrolling in other courses offered at the CCT. Sidney's colleagues reminded him of the years of struggle when they had to fight by means of mass action and industrial strikes for equity at the workplace, or a living wage. This, and the CCT's education and training roadshow during 2004/2005, motivated Sidney to enrol in the CCT's GETC course. The kind of attitude Sidney displayed towards his superiors and which I can identify with, having been in the same situation a few years ago, is quite common amongst many workers at the CCT. I have written about and explained this situation in Chapter 1, which allows me a broader insight into my role of motivating adults to learn.

Moegamat Erasmus' is a typical case of someone coming from a family who lived in poverty and who could not afford the luxuries that other people could. Most importantly, his parents had been unable to send him to a school for children with hearing problems. Moegamat had, over the years, been exposed to situations of personal transformation at the mosque he frequented where he felt secure and wanted. The unselfish gesture of Moegamat's religious community when they contributed money towards purchasing a hearing aid for him

enabled Moegamat to become a valuable asset to the mosque, and to the Imam who taught him the alphabet and a little bit of reading and writing. This helped him tremendously and he reported: “At my community organisation there is a need for members to read and write comprehensively in order to deal with complaints and issues that the community brings to the organisation”.

It is obvious that the community leader recognised the potential in Moegamat and therefore started to motivate him to seek further education and training. He says; “My community leader motivated me to enrol into the CCT’s GETC course because at least I will be able to read and write and also be accredited for the learning which I will undertake”. An inborn passion for education and the acquisition of religious and social knowledge were the driving forces which propelled Moegamat’s zest for further education and training. In my opinion, the Imam’s motivational approach to Moegamat’s learning can be seen as a single link in the chain of events in Moegamat’s life, which fostered his positive attitude towards education and training.

Gregory Daniels’s story is very similar to my own life story. Gregory’s interest in education and training began when he moved from Vrygrond to his in-laws in Mitchell’s Plain. The fact that his brothers-in-law were all tradesmen, bricklayers and/or plasterers made him feel very uncomfortable because they were earning a lot of money compared to Gregory’s poorly paid job at the CCT. The person who is the motivating element in Gregory’s life is his girlfriend who knows how Gregory feels about his brothers’-in-law bragging about the large amounts of money they earn as tradesmen. She attended one of my motivation talks and persuaded Gregory to enrol in the CCT’s GETC programme. Although Gregory’s girlfriend also works for the CCT, she nevertheless acted as an external motivator who wanted Gregory to enrol in the education and training course in order to empower him with the knowledge and skills that would give him social status amongst her family members.

4.3 Barriers that prevented learners from enrolling in CCT Training programmes

In this section I discuss the barriers which emerged from the narratives and summarise the qualitative data from informal discussions with the training centre manager, learnership task-team, line-managers and supervisors which indicates the barriers encountered by CCT workers.

4.3.1 Barriers that emerged from the narratives

Martin Malgas grew up in Kensington Estate, a Coloured residential area renowned for gangsterism. He was 13 years old when became involved in gangsterism and he left school in order to seek work to help his poor parents. Martin felt that, being a labourer, he did not need any further education and training. **George Klein** was forced to quit his formal schooling in Grade 9 because his girlfriend fell pregnant with their first child. **Adrian Jacobs** grew up in an orphanage until he was 14 and in Grade 7, when he decided to run away, and this put an end to his formal schooling days. Adrian encountered barriers when applying for enrolment in the CCT's ABET programme, as in the past his line-manager had repeatedly refused to allow him to attend training courses. **Nazley Noordien's** attitude, that she didn't need any education and training because she had enough experience in her present job's to do her daily work, posed a psychological barrier to furthering her education and training.

Victor Mathee says that poverty and other personal problems had posed a barrier to his education as a child. As a CCT ABET learner, he found that the homework was too much for him and the anxiety and fear this caused him in turn created a barrier to his continuing with the course. **Sidney Paulsen's** attitude of mistrust towards everybody in supervisory positions became a psychological barrier that resulted in his refusal to enrol in CCT ABET classes.

Moegamat Erasmus says that his hearing problem, which doctors diagnosed when he was in Grade R, became a barrier to his further attendance at a 'normal' school. His poor parents found it impossible to send him to a school for children with hearing problems. **Gregory Daniels** grew up in an informal settlement and attended school up to Grade 7. He says that his peers forced him at knifepoint to become a gangster and this was a barrier for him to continue his formal schooling.

Thus, it is clear from the narratives that both social as well as psychological aspects in these learners' histories have posed barriers to their learning. Social factors include gangsterism; poverty; early pregnancy; loss of family; unsupportive managers; and disability.

Psychological barriers include reliance on informal learning; personal problems; anxiety and fear due to an inability to cope with the workload of formal assessments; a dislike of writing; and a mistrust of those in authority.

4.3.2 Other Barriers

During my investigations in August 2006, I enquired from the learnership task team if any of the fourteen Electrical Learnership learners, or other learners on training programmes at the training centre, were experiencing any learning barriers. They said that a few social issues had surfaced during the Electrical Learnership NQF Level 2 course. By studying the attendance records of learners attending training courses during 2005-2006, I found that NQF Level 2 learners were having problems with transportation to and from the training centre, which posed a barrier to their further education and training. The learnership task team had not anticipated this problem at all, and some of the real issues that faced them are the associated problems, which surfaced as learners' frustration started to become evident, which I will explain in the following section.

Some of the learners, those who were faced with transport problems, were drawn from the Strand area, which is some 45 kilometres from Cape Town. Getting to and from the training centre is difficult, to say the least. After much negotiation and 'arm twisting', the five learners were able to secure a vehicle. This worked well as it also eased the task team's job of getting the learners to the various sites to do the on-the-job training component. However, the remaining nine learners now felt disadvantaged, considering that they had to get to and from the training centre at their own expense. Further negotiations yielded a traveling allowance for these learners.

The learnership task team shared information with me saying that some of the learners found it difficult to conform to the strict discipline and rules and regulations of the training centre and were quite unruly. Issues such as time keeping and extended absenteeism became problematic to the extent that learnership facilitators had to take them before the training centre's management and lay down the rules without compromise. Some learners were used to roving in and out of their work sites and behaved in the same vein at the training centre: others took leave without permission.

In the early stages of the programme, some of the learners felt that they could not cope with the workload, and this resulted in a psychological barrier to their further education and training and they started contemplating giving up the course. The training centre manager called for a meeting with these learners and their line-managers and the learners were once again made aware of the goals they had set for themselves and the commitment that accompanies these goals. Examples of other learners who had successfully completed the course and who had qualified as electricians were used to motivate these current learners.

Thankfully, a bit of persuasion did the trick for three of them, while two are still struggling to cope with the workload and their social and family life. The fact that not many female workers enrolled for the training programmes was noticeable, and was an issue which I investigated in an interview with the one female learner selected in the sample.

I also found that while the learnership task team was waiting for the implementation of the learning programmes, workers who had applied for enrolment on the CCT GETC NQF Level 1 course were starting to lose interest. I had gathered this information from learners' application forms, the training centre's WSP and from a report (Scholtz: 2006) written by the electricity department's manager for education and training. In June 2003 I also had an informal discussion with three line-managers, two supervisors and two depot training coordinators, who confirmed the validity of the training centre manager's report.

My informal discussion revealed that the electricity training centre had a shortage of internal facilitators to start or continue with the Hand Skills Level 1 training programme. During one of our instructors' meetings in 2005, it was revealed that because the training centre had to hire external service providers for some of their courses, it was running low on funding and found it difficult and almost impossible to further outsource the training to external providers. This meant that learners who were to come onto the Hand Skills Level 1 programme had to wait until the problem of employing facilitators had been dealt with. This also posed a barrier to learners' further education and training and, according to the training centre's WSP (CCT: 2000), resulted in more than half of the learners (56) losing interest in enrolling or continuing with the training.

This chapter has reviewed results of both quantitative and qualitative data. The following chapter will synthesise the findings and compare them with the literature, and then draw some conclusions.

Chapter 5: Conclusions

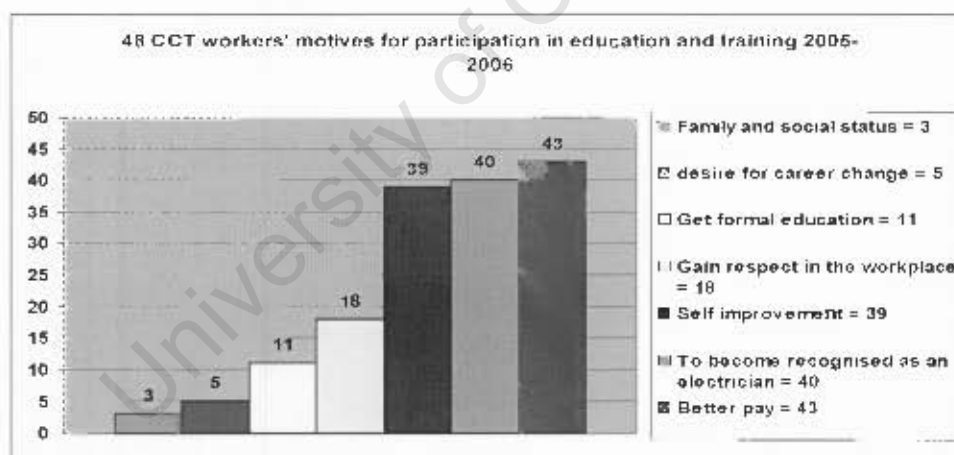
The aim of this study was to find out: what has motivated previously demotivated workers to join ABET classes? And what barriers do they face in undertaking such learning? This chapter will review the qualitative data and compare it with the research and theoretical literature. The qualitative findings are also discussed, in terms of motivating factors, and conclusions are drawn about the range of barriers to learning faced by workers. Finally, the chapter makes suggestions for future research and concludes the thesis.

5.1 Quantitative data

5.1.1 Motivating factors

In chapter 4, the following results from the survey regarding factors that have motivated workers to enrol on ABET programmes, were presented (see p 33).

Figure 1.



The data in the above graph indicates that better pay is the strongest motivating factor for CCT workers to participate in education and training programmes. Other motivating factors range from 'becoming a recognised electrician' at the next highest level, to 'self-improvement', 'gain respect in the workplace', 'get formal education' + 'desire for career change' and 'family and social status'. These are all needs that will be fulfilled after the primary need has been met.

The importance of higher pay can be argued to be the result of workers, during the apartheid era, being subjected to low pay. Having experienced a lifetime of oppression by the apartheid

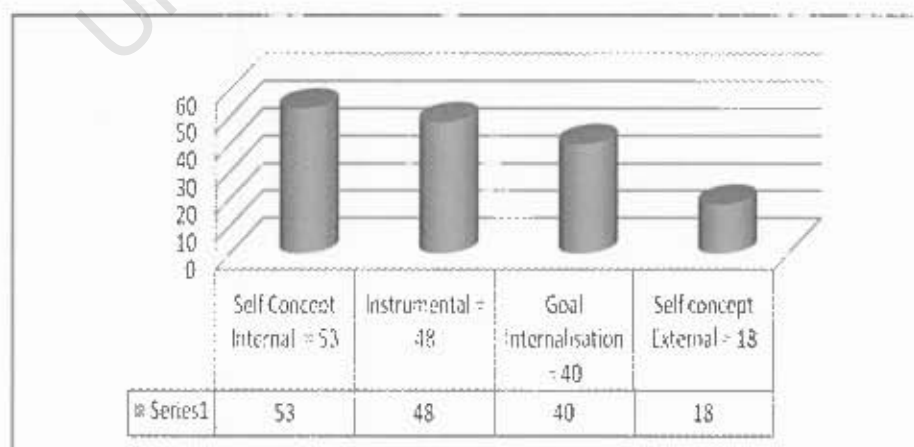
government, CCT's African and Coloured labourers' main concern, after the 1994 elections which brought democracy to the country, was to empower themselves with education and training which would pave a way to a better life financially, economically and socially.

This seems to agree with Maslow (1908-1970, cited in McGregor Undated), NCES (1969-1984) studies (cited in Merriam and Caffarella 1991), Statistics Finland (1995) and Zachry (2002) on the importance of job-related factors, and are **in contrast** with West (1996),

McGregor (undated), Knowles (1950), Berlyne (1960, cited in Reio Undated), Johnstone and Riviera (1965, cited in Merriam and Caffarella 1991) and the Commission for Nontraditional Study (1972, cited in Merriam and Caffarella 1991). For example, the studies by Merriam and Caffarella (1991) and that of Statistics Finland (1995) found 'becoming better informed' and 'self-improvement' to be the primary motives for participation in education and training programmes. Neither do my results suggest any relation to Knowles' or Reio's theory of curiosity. The contrast between my results, which prioritise higher pay, and many of the above studies, may be explained by the fact that these other studies were conducted in highly developed countries, where workers were not discriminated against and where the primary need is not a financial one.

However, when I re-categorised the motives of CCT learners in my original data, according to Barbuto's (2002) theory of five different sources of motivation, the analysis turned out very differently.

Figure 4



The following emerged:

- 3 workers whose motives are ‘family and social status’ can be characterised as having ‘self-concept internal’ source of motivation
- 5 workers whose motives are a ‘desire for change’ can be characterised as having an ‘instrumental’ source of motivation
- 11 workers whose motives are to ‘get formal education’ can be characterised as having a ‘self-concept internal’ source of motivation
- 18 workers whose motives are to ‘gain respect that comes with education’ can be characterised as having a ‘self-concept external’ source of motivation
- 39 workers whose motives are for ‘self-improvement’ can be characterised as having a ‘self-concept internal’ source of motivation
- 40 workers whose motives are to ‘gain respect that comes with education’ can be characterised as having ‘goal internalisation’ as a source of motivation
- 43 workers whose motives are for ‘better pay’ can be characterised as having an ‘instrumental’ source of motivation

Although ‘better pay’ came out highest in my original analysis, when my findings are translated into Barbuto’s categories, ‘self-concept external’ and ‘self-concept internal’ are far more important (in total numbers of responses) than ‘better pay’. In this analysis, CCT workers’ motives for enrolling in education and training are more similar to the findings of Knowles (1950), West (1996) and Findsen (2001), who argue that both external and internal factors motivate or demotivate the individual to participate in adult education.

5.1.2 People motivators

Since December 1996, when the City of Cape Town first implemented ABET courses, it was expected that many of their employees would enrol for the SAQA Levels 1, 2, 3 and 4 and Communications in English courses. However many did not and the organisation was disappointed when only a few workers enrolled for their ABET programme. Likewise, workers were disappointed when they found out that their managers and supervisors had adopted biased and uninterested attitudes towards allowing workers time off to attend ABET classes during working hours.

During my research carried out in 2003, I found that line-managers failed to adhere to the rules and legislation of the CCT's Education, Training and Development Policy by not allowing workers time off to attend ABET classes. Employees' constant complaints to their unions, SAMWU and IMATU, resulted in a host of union meetings with the CCT's Executive Committee (EXCO) in order to address the problem. Meanwhile, workers were becoming despondent and started dropping out of the programme for the following reasons: not being provided with transport to learning interventions, not being allowed time off to attend classes, being discriminated against and being threatened with disciplinary hearings (Harris 2003).

Since then, however, the numbers of ABET learners have increased, and in this research I wanted to find out why. My findings were that 29 of workers (in a fairly small sample, limited to the electricity department's ABET learners) were motivated by their line-managers and/or supervisors to enrol on the City of Cape Town's electricity training centre's education and training programmes. I would argue that this change of attitude in line-managers and supervisors, who had previously refused their workers permission to attend ABET classes (Harris 2003), has been the result of the implementation of the City of Cape Town's Employment Equity Plan (2003-2008) and its Workplace Skills Plans. Line-managers and their heads of department are responsible for ensuring that a workplace skills plan is forwarded to the electricity department's human resources department annually. This is done in order for the human resource department to ensure that racial and gender equity are realised and that workers from all race groups are given a fair chance of being sent on education and training courses. This was achieved alongside a CCT strategy to retrain managerial and supervisory staff, focusing on an approach of equality towards all CCT employees (CCT 2000).

5.2 Qualitative data

5.2.1 Encouragement/motivating factors

The interviews with eight workers and the narratives resulting there from also provided insight into what motivates workers. One of the top motivating factors for CCT workers to re-enter learning was the prospect of 'becoming electricians'. This encouraging factor became apparent in learners as they realised that to become an electrician might ensure a passage to a better future personally, socially and organisationally. This would also result in workers 'earning better wages' which in turn would conceivably 'earn them the respect of

fellow workers' and also boost the workers' self-esteem. These three factors agree with the three top motivating factors in the quantitative data.

Another motivating factor was that workers are being encouraged by line-managers and supervisors. An additional motivating factor was that workers were encouraged by the training centre's ABET and learnership motivational speaker at their roadshow. This also resulted in many workers either enrolling for or enquiring about CCT's ABET programme. Furthermore, at least one worker was also encouraged by having free access to the offices and communication instruments and office equipment at his depot. For three of the workers interviewed, encouragement by their families and religious leaders and also competition from their family members all contributed toward workers enrolling in CCT education and training programmes.

5.2.2 Barriers

5.2.2.1 *Psychological barriers*

The barriers that workers encountered included psychological and practical barriers. Workers had found it difficult to deal with the psychological barriers that blocked their passage to further education and training. For example, all eight learners whom I interviewed come from poor, historically working-class Coloured families and all grew up on the Cape Flats in the Western Cape. Many of these areas are renowned for gangsterism and the extremely high crime rates. All eight learners had a low education status ranging from Grade R to Grade 9 and ABET Level 3. The learners I interviewed confirmed that negative childhood or teenage experiences can act as barriers to lifelong learning. Zachry (2002) and Bamber and Tett (2000, cited in O'Donnell and Tobbell 2007) also identified adults with negative experiences of childhood education.

My qualitative data revealed a complex picture of how workers' struggles with early learning disabilities, unsupportive families and peer pressures, and their own lack of interest in learning created a negative interaction with the school system.

Some CCT workers' refusal to enrol for education and training programmes is a shield which workers use to hide their anguish and fear of becoming a student/learner in a classroom situation. Other psychological aspects that create barriers for many workers is the situated learning (Lave & Wenger 1990) that happens in the workplace. Workers acquire experience

in the workplace which they perceive as adequate to allow them to carry out their daily job tasks. Workers with these kinds of attitudes do not easily enrol into education and training programmes; they tend to view these programmes as a waste of time because they believe that they have enough experience. Further psychological barriers for female workers in seeking out education and training are the low numbers of woman learners at the training centre.

My discussions with the learnership task team revealed that heavy loads of homework and assessments and a dislike for writing also pose major psychological barriers for some learners, which can result in them dropping out of the programme. My findings of learners' resentment towards their superiors at work and another learner's difficulties as a result of a disability, indicate that learners are vulnerable to these problems becoming psychological barriers which inhibit them from accessing work education and training programmes.

5.2.2.2 Practical barriers

The practical barriers which learners encountered were, firstly, a problem with transport to and from the CCT training centre and all learning venues, and the shortage of internal facilitators at the electricity training centre. The removal of practical barriers could be dealt with through negotiation with sympathetic managers, the more rapid implementation of learning programmes and bargaining for funding to employ more facilitators. Removing psychological barriers may be a much more difficult task requiring long-term work, understanding and empathy. This could be dealt with by the employee assistance programme (EAP) practitioners. Other psychological barriers would need to be approached with positive mentoring, caring, encouraging and, at times, spiritual guidance.

5.3 Recommendations for further research.

There is a considerable need for follow-up research to this study. This could include:

- Annual evaluative research until 2008 to be carried out in order to monitor the success of the City of Cape Town's Employment Equity Plan;
- The participation of women in CCT's education and training programmes.

5.4 Conclusions

Previously disadvantaged men/women, especially those at the CCT who have minimal or no formal education, who have fought for liberation by engaging in strike actions, mass demonstrations, and go-slows, are those who face the future with great expectations of empowerment through human resource development programmes. They have a need for almost anything that would improve their existence at work, at home, in the community... in the world.

Therefore if the appropriate tools for motivating them to acquire knowledge are employed, workers will gladly participate in the acquisition of such knowledge. These tools should be made available to workers in the workplace in order for them to develop a sense of curiosity in acquiring knowledge.

Workers spend most of their lives in the workplace. Therefore, the specific needs of those workers are for the acquisition of knowledge that is required mostly in the workplace, so that they may be able to execute their duties competently and with pride. Craythorne (1997), a theorist on municipal administration, argues:

Motivation and development are close allies of manpower planning. Employees are human beings, and as such have human needs. Persons in employment spend a substantial amount of time in the workplace, and needs are not confined to times outside working hours, but also during working time. There are writers who believe that when the needs of a worker are not met, he or she becomes psychologically 'ill', bearing in mind that a motivated person is one who can develop into a better, more responsive, employee (Craythorne 1997: 318).

In some instances, where the education and training of workers is disregarded by management, the morale of such workers will be low. A trend of low productivity, minimal or non-performance, high absenteeism due to sickness, constant late coming, aggression and unwillingness to cooperate can become evident at the workplace.

Municipal workers have a habit of sharing all the details of their activities with each other. When they sit down and have tea or lunch in their mess-room, they share stories, mutual needs and problems and create camaraderie. It is also during these discussions that workers listen to the different needs and shortcomings of their colleagues, and give advice or make decisions on how to approach the manager to discuss these needs and shortcomings. It is in

this atmosphere that managers and those in supervisory positions should sit down, listen to and laugh with workers at their stories. It is during these discussions that line-managers and supervisors can become acquainted with workers needs and wants.

In my opinion, it is most important that line-managers and those in supervisory positions be aware of their workers' needs and act upon these in a manner that will assist workers in meeting their needs and addressing their shortcomings. If line-managers are acquainted with workers' needs and problems, they will know how to rectify these either by motivating workers to enrol into education and training courses, or by advising workers to seek professional help if the problem is of such a serious nature.

I believe that education is power. As a former gangster and previously disadvantaged individual, I only got the respect of people because of my ruthlessness as a gangster. Today, having taken the initiative to educate myself, I enjoy the respect of people not because of their fear of me, but because of the status that education has afforded me.

I believe (although many might not agree with me), that the City of Cape Town has fully committed itself to the cause of educating its workers. If every other organisation in South Africa develops the same approach to their worker's development, our country could boast a workforce that is able to compete meaningfully in a competitive, globalised world.

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Appendix 1: Survey Questionnaire

Date.....

Name and Surname.....

1) How long have you been employed by the City of Cape Town?

1 – 14 yrs	
5 – 10 yrs	
11 – 15 yrs	
15 – 20 yrs	

2) Are you currently a student in any of the organisation's learning Programme

Yes	No
-----	----

3) If yes, what learning programme or course are you currently enrolled into?

Level 1	
Level2	
Level3	
Learner ship	

4) How did you find out about the learning programme/course being offered?

Fellow worker	
Supervisor	
Line manager	
Union	
Other (Specify)	

5) Has anybody encouraged you to enrol into the learning programme/course?

Fellow worker	
Supervisor	
Line manager	
Union	
Family member	
Friends	

6) Has any factors motivated you to enroll into the learning programme/course

Status	
Education	
Career Change	
Respect	
Self Improvement	
Promotion	

7) What statement or word of advice/encouragement from the abovementioned influenced you the most?

Fellow worker	
Supervisor	
Line manager	
Union	
Family member	
Friends	

Appendix 2: Interview questionnaire

Interview Conducted By:.....

1) What is your age?	<div></div> <div></div>		
2) What is your marital status?	<div></div> <div></div>		
3) What are your formal school qualifications?	<div></div> <div></div>		
4) What is your designation/ job description?	<div></div> <div></div>		
5) In which learning programme are you currently enrolled?	<div></div> <div></div>		
6) Why have you decided to enroll into this programme?	<i>External</i> <div></div> <div></div>	<i>Internal</i> <div></div> <div></div>	<u>Personal / Other</u> <div></div> <div></div>
7) Who and/or what motivated you to enrol into the programme?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
8) From whom do you receive the most support regarding your studying?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
9) Do you need any other support regarding your education and training?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
10) Is this learning programme beneficial for your further growth within the organisation/social/personal?	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>
11) Do you find any barriers/ problem currently or are you contemplating encountering barriers in the future?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

The pen is mightier than the flick knife

Ex-gangster finds a new life as a preacher and adult educator

CERSHWIN WANNER/JRG

A FORMER gangster has become a role model in his community after turning his life around.

John Harris from Tafelsig has gone from being an illiterate gangster who "never saw the inside of a high school" to becoming an adult educator.

He is now studying for an advanced diploma in Adult Education at UCT.

Last Saturday Harris was awarded the Rivoningo national adult learner of the year award at a ceremony in Durban, which was also in celebration of International Literacy Day.

"I just felt numb. I couldn't believe it. It's another stepping stone for me on the road to where I want to be," said Harris. Now a pastor of the Church of God of Prophecy in Tafelsig and a happily married father of three, Harris, 45, described his transformation from gangster to born-again Christian as a miracle.

"If I had to go on the way I lived, I would've been dead by now because I lived a reckless life," said Harris.

Harris grew up in Athlone with his grandparents as his single mother could not take care of him. In 1969 both of his grandparents died and Harris, then 11, ran away from home.

He eventually went to stay in Athlone with his mother's family — some of whom were notorious gangsters. As a result he became heavily involved in gangsterism.

In a candid autobiography, which he wrote as part of a UCT assignment, Harris said: "I started sharing their food, their



NEW LIFE: Ex-gangster John Harris has turned his back on his former life. Picture: AMBROSE PETERS

beds, their toiletries, their wine and drugs that I was eagerly introduced to by my cousins, to show the other gang members that I wasn't afraid of associating with them."

But a moment of truth hit Harris

at the age of 20 when he read *The Cross and the Switchblade* by David Wilkerson.

The book is about reformed gangsters who became converted Christians and Harris realised "if God could save their

lives, he could do that for me also".

Harris' first job was at the Bokomo factory when he was 14 and he has since worked in furniture and food factories and on I&I fishing trawlers. At present he works as a handyman for the Cape Town City Council's electrical department.

Harris said he had always been an avid reader and, having left school after grade seven, continued to educate himself. In 1997 he enrolled in a literacy course held by the council. He wanted to improve his English, he said, so he could teach the Bible better and "regale" his students.

Harris completed the course and passed English Communication with flying colours.

Recognising his passion for learning, two course facilitators recommended that Harris further his studies at either the University of the Western Cape or the University of Cape Town.

Harris applied and was accepted by both universities. He chose to go to UCT and in 1998 started a certificate course in adult education.

Harris has also completed a training course with the education department and uses this training to teach others.

On winning both the provincial and national awards for adult learner of the year, Harris said he finally felt that he was "getting somewhere".

As he writes in his autobiography, Harris has been "bitten by the learning bug" and, ultimately, hopes to obtain his master's degree in adult education.

"My goal is to become a researcher, researching how adults learn in the South African context," he said.